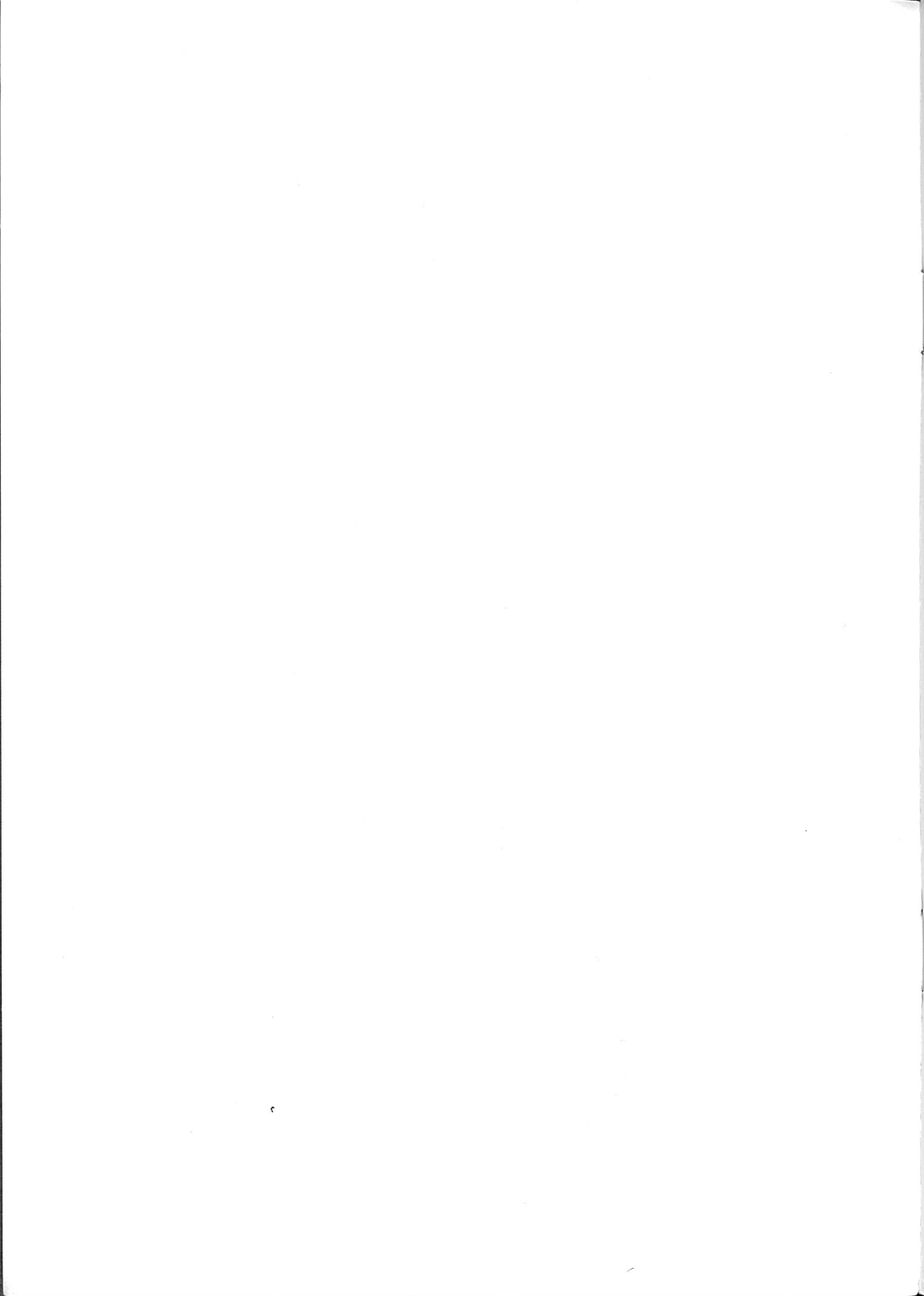


GRADUATE BULLETIN



1986
1988



The Graduate Bulletin

1986 — 88

Mansfield University

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Mansfield University is accredited by the Middle States Association of Colleges and Secondary Schools and by the National Association of Schools of Music.

It is the student's responsibility to become familiar with the policies, procedures and regulations in the catalog and to insure that all applicable requirements are satisfied according to schedule.

THE UNIVERSITY

Founded in 1857, Mansfield University celebrated its 125th anniversary in 1982-83. The 174 acre campus is located in the Northern Tier of Pennsylvania at the junctions of U.S. Routes 6 and 15. It is about 30 miles south of Corning and Elmira, N.Y. and about 50 miles north of Williamsport, Pa.

The 32 buildings on campus house a variety of facilities including three libraries, planetarium, gymnasium with an olympic size swimming pool, microcomputer facilities, three auditoriums, art galleries, radio station, newspaper office, five dormitories and classrooms.

If you like the rural life, you can take advantage of such outdoor activities as camping, hiking, swimming, river rafting, trout fishing, hunting and cross country skiing among others. The newly developed Tioga-Hammond Lake complex a few miles north of the Mansfield campus offers a variety of activities year-round.

The Finger Lakes and wine country region, Corning Glass Museum, Clemens Center for the Performing Arts, two shopping malls and many other recreational and cultural attractions are all within driving distance of the campus.

LIBRARIES

The three campus libraries contain over 198,000 volumes, 565,000 volume equivalents on microfilm, over 2,000 serial subscriptions, and 14,000 audio visual materials. The libraries are also a depository for U.S. Government Documents. Computer access to information through on-line bibliographic data bases are available.

Most of the libraries' collection is in the Main Library which can accommodate 350 readers, and houses computer terminals for the mainframe computer as well as a collection of microcomputers.

The Butler Music Center Library collection includes over 7,000 records and cassettes as well as indepth monographic materials relating to music.

Retan Center houses all educational materials including books, the ERIC research collection, curriculum guides, cartridge sound films, cassettes, microcomputer programs and other materials used in elementary and secondary school.

An in-library computer terminal provides information about locations of materials and interlibrary loan networks around the country.

ACADEMIC INFORMATION

Graduate Study: How to Enroll

1. You must present a Bachelor's degree from a college or university accredited by the National Council for Accreditation of Teacher Education; or the Middle States Association of Colleges and Secondary Schools (or the appropriate regional accrediting agency).

2. If you are applying for course work in Applied Music or Ensembles, you may be required to audition before appropriate Music Department faculty.
3. If you are applying for course work in Psychology, you must have Department approval or the instructor's permission.

Admission to graduate classes does not guarantee subsequent admission to candidacy for the Master's degree. If you want to earn a graduate degree, you must apply for degree candidacy before completing 15 graduate credits at Mansfield.

Undergraduate Students: Admission to Graduate Courses

If you are an undergraduate student at Mansfield, you may enroll in graduate courses for graduate credit if you are within 12 credit hours of satisfying the bachelor's degree requirements. Your total course load may not exceed 15 credits. Graduate credits may not be used to fulfill undergraduate degree requirements. In no case will graduate credit be awarded until the bachelor's degree has been conferred. Admission will be on a conditional status.

Graduate Programs: Admission Procedures

When you begin graduate work at Mansfield University, you should consider applying your courses toward a Master's degree. The following steps are necessary:

1. Consult with your major department about possible course prerequisites and be sure you can remove any deficiencies before you apply.
2. Notify institutions where you have taken undergraduate work to send official transcripts (*no photo copies*) to the Graduate Office at Mansfield University.
3. Take any tests required by your major department.

Admission To Degree Candidacy: General Requirements

For admission to degree candidacy, you must:

- A. Submit an official application for admission to candidacy with the graduate office.
- B. Remit the required application fee (payable to Mansfield University) with the candidacy application, unless the fee was paid when you started graduate study at Mansfield. This fee is not refundable and is not credited toward course fees.
- C. Apply *before* completing 15 graduate credits at Mansfield. Up to 15 credits of approved off-campus Mansfield graduate work may be included. Credit by examination may not be applied toward degree candidacy.

- D. Before the completion of fifteen graduate credit hours, take any tests required by the major department for degree candidacy.
- E. Obtain a cumulative grade point average of at least 3.0 in all graduate courses.
- F. Request that the appropriate department consider your undergraduate record area of specialization. Departments may use various methods to evaluate abilities in the area of specialization.
- G. Remove any deficiencies that your major department identifies.
- H. Complete a statement indicating that a program of studies has been planned which shows a purposeful direction in course selection. This statement must bear three signatures: student, advisor, and department chairperson.
- I. Request that an official transcript be sent directly to the Graduate Office at Mansfield University, if the proposed degree program includes course work to be transferred from other graduate schools.
- J. Obtain approval of the major department and the Dean or Coordinator of Graduate Studies. Minimum satisfaction of general requirements does not guarantee approval of the student's candidacy application.

Specific program candidacy requirements are maintained in the Graduate Office and the major department office.

Advisory System

The Dean or Coordinator of Graduate Studies and the chairperson or designated representative of your department is responsible for advising you before you are admitted to candidacy. You must assume responsibility for knowing and meeting the curriculum requirements.

When you are accepted as a Master's degree candidate, you will be assigned or may choose a member of the graduate faculty in your area of specialization as your program advisor.

Course Load/Time Limit

To be a full time graduate student you must carry a minimum of nine to a maximum of 15 graduate credits during the regular academic semester. You may earn up to 12 credits during the summer.

All Master's degree course work and research must be completed within seven years of your first Mansfield University graduate course, unless the Graduate Council approves an extension.

Grading System

The University uses letter grades. Only the grades A, B, or C are accepted for the Master's degree, and a cumulative average of B (3.0) must be maintained.

Course work must be completed by the final meeting of each course. An incomplete grade (I) is issued only when work is interrupted by personal illness, accident, death in the family, or other justifying circumstances, such as a thesis in progress. Unless the Dean or Coordinator of Graduate Studies approves an extension, the "I" grade must be removed before the end of the following academic semester or it will become an "F".

Transferring Credits

Mansfield University will admit graduate transfer students from other accredited graduate schools if students are in good standing and satisfy Mansfield's admissions requirements. Up to 12 graduate credits earned at another institution may be accepted if the courses:

- A. would have been counted toward a graduate degree from the sponsoring institution;
- B. are appropriate for the student's program at Mansfield as determined by the department offering the degree program and the grades are B or better;
- C. were taken within a 10 year time period prior to the awarding of the Mansfield graduate degree; and
- D. are included on an official graduate transcript received by Mansfield.

Transferring Continuing Education Credits

Graduate students must take at least 18 credit hours at the Mansfield campus. A department may offer courses at an approved, off-campus center. These can be counted as on campus offerings.

Up to 15 credits of Mansfield University off-campus graduate work can be accepted toward your degree requirements. Policies for acceptance are the same as parts A-D in "Transferring Credits."

You may submit up to six credits of graduate continuing education taken at an off-campus location at an accredited graduate school for transfer to a Mansfield Master's program. Continuing Education units, (C.E.'s), cannot be transferred to Mansfield University programs.

Additions/Withdrawals

You may add or withdraw from a graduate course during the regulated time periods by obtaining a drop-add card from the Registrar's Office weekdays, and the appropriate instructor's and advisor's signature. If you live some distance from campus or work during the day, ask the Graduate Office to process the drop-add card for you. The receipt for the transaction will be forwarded to you.

You may withdraw from a course after the formal withdrawal period for reasons of health or emergency. Complete a withdrawal form available in the Graduate Office and obtain approval from the course instructor, Dean or Coordinator of Graduate Studies and the Registrar. A grade of WP - withdraw while passing, or WF - withdraw while failing, will be recorded on the official transcript.

Auditing

If an instructor recommends it, the Dean or Coordinator of Graduate Studies may grant a graduate student permission to audit courses. If you enroll as an auditor, you may not repeat the course for credit. If you enroll in a course for credit, however, you may change your status to that of an auditor if you send a written request to the Dean or Coordinator of Graduate Studies before the sixth class meeting.

Certification: Permanent and Added

Graduate students in education are encouraged to take graduate work leading to permanent certification. These credits may also count toward your requirements for the Master of Education degree.

The graduate program also enables those who have a Bachelor's degree and a teaching certificate to extend their certification to other areas. Though the curricula are not designed for this purpose, they do provide some courses which may be applied toward certification in specific areas. For information contact the Coordinator for Teacher Education on campus.

Graduate Assistantships

About 30 graduate assistantships are available each year to full time students. A graduate assistant is required to work 15-18 hours a week in an assigned professional area on campus. Graduate assistantships include a waiver of tuition, fees, and approximately \$1,200 stipend each semester. Awards are based on a competitive process.

You should apply for the Assistantship by March 1 with your department for consideration the following academic year. Contact the Graduate Office for further information.

Transcripts

You may get a transcript of your graduate work at Mansfield by writing to the Registrar's Office. There is no charge for the first transcript. A \$1 fee is charged for each additional transcript. Checks, made payable to Mansfield University, must accompany transcript requests.

Placement

Mansfield University provides placement services for its graduates without charge. The services are also available to Master's degree candidates. Contact the Placement Office for information.

Awarding of the Master's Degree

The Master's degree is awarded only after the following requirements have been satisfied:

1. Unqualified admission to candidacy for a specified degree.
2. Completion of a graduate program totalling *at least* 30 credit hours in the thesis program or *at least* 33 credit hours in the non-thesis program. The requirement includes completion of courses prescribed in the applicable curriculum as well as those specified in the program developed by your advisor. It may be necessary for you to earn more than the minimum number of credits before you are considered prepared for the degree. The final program requirements are determined by the department in which study occurs and your advisor.
3. Approval and submission of any required thesis, research or creative project, or presentation of a graduate recital or art exhibition in the student's program.
4. Completion of all graduate courses with a "C" grade or better and a total quality point average of a "B" or better.
5. Satisfactory performance on examinations conducted by your advisory committee. Each department determines final or comprehensive examination requirements.
6. Submission of your formal written application for graduation.

You are encouraged to participate in graduation exercises which recognize and honor your academic accomplishments.

RESEARCH OPTIONS

Thesis—6 Credits

The thesis is an independent scholarly investigation in your field of specialization. The study is pertinent to your interest and professional goals. It is conducted under the guidance of an appointed faculty advisor. These may take several forms: (a) a written report of exhaustive research to support or refute a belief; (b) a solution to a complex professional problem; (c) an extended analysis based on historical, descriptive or experimental study; or (d) a creative work produced after extensive research.

Research Project—3 Credits

In the research project the student must (a) select a suitable topic for individual research, (b) identify and follow appropriate research procedures, and (c) follow accepted standards in writing a report of the study. The project may be concerned with solving a problem related to the student's major field of study or to his or her work in the field; it may be the study of a specific operation in a particular setting; or it may be a survey of the literature concerning a specific problem.

Procedures for Preparing the Thesis or Research Project

1. You must be a degree candidate and must discuss the proposal with your department chairperson who will appoint a thesis advisor.
2. You must submit the thesis or research proposal to your advisor for consideration. The final proposal requires the approval of a formal thesis committee. A thesis committee usually consists of the advisor, the department chairperson, and *at least* one other faculty member selected in consultation with the advisor.
3. After formal approval, you should begin investigation and preparation of the report as soon as possible. Approval for a proposal will expire after two years, unless an extension is granted by the Dean or Coordinator of Graduate Studies upon recommendation of the thesis committee..
4. You should submit the final draft of the work as early as possible. The style and form of all drafts must conform to the style manual of the appropriate discipline. Additional instructions may be adopted by the Graduate Division and the academic department. The written document or recital must be approved by the thesis committee.
5. The thesis committee will administer to you an oral examination based on the thesis or research project.
6. Following the oral examination, you must prepare and submit final copy of the thesis or research project which must be prepared and submitted to the Graduate Office no later than one week before commencement. One copy will be held by the Graduate Office, one copy will be given to the University library, and one copy will be given to the major department. Arrangements for binding must be made with the Graduate Office.
7. Final credit for a thesis or project will be withheld and an "I" grade recorded until all materials have been submitted and accepted by the Dean or Coordinator of Graduate Studies.

SCHEDULE OF FEES

(Subject to change without notice)

Candidacy Fee \$ 15.00

(Payable to the Mansfield University at time of application for admission to degree candidacy. Not refundable or applicable to graduate tuition.)

Graduate Tuition Fee for In State Residents

Full-time (9-15 credits) \$800.00

Part-time (1-8 credits) \$ 89.00
(per credit hour)

Graduate Tuition Fee for Out-Of-State Residents

Full-time (9-15 credits) \$891.00

Part-time (1-8 credits) \$ 99.00
(per credit hour)

Health and Education Fee

6-8 credits	\$ 15.00
9-15 credits	\$ 30.00

Community Building Fee

1-6 credits	\$ 2.50
7-8 credits	\$ 5.00
9 or more credits	\$ 10.00

Late Registration or Late Payment Fee \$ 25.00

Vehicle Registration & Campus Parking (per year) \$ 1.00

Diploma Fee \$ 10.00

Student Activity Fee (Optional for Graduate Students)

(Payable to College Community Services, Inc. — per semester)

Part-time (2-11 credits)	\$ 26.25
Full-time (12 or more credits)	\$ 52.50

Music Fees

(Payable to Mansfield University)

Students in the music curriculum are subject to the schedule of fees listed below:

Applied Music

(Lesson fees are in addition to the \$82.00 per semester hour credit fee.)

(Piano, organ, instrument or voice private lessons)
per credit or semester \$ 45.00

Rentals

Any band or orchestra instrument \$ 8.00
(per semester or six-week summer term)

Use of the university dormitory and dining facilities is available at the current rate.

REFUNDS

Partial refunds of tuition are made according to the following schedule only when the student voluntarily withdraws from the university because of personal illness, certified to by a physician, or other reasons as may be approved by the Coordinator of Graduate Studies.

Week	1	2	3	4	5	6
Regular Semester	80%	80%	70%	60%	50%	0
Summer Session	Variable with length of session					

ART

The Master of Education program in art education provides a flexible selection of experiences to meet the needs of individual art teachers. You may select experiences/courses according to your specific interests. You must complete the six credits required in Materials and Methods of Research and Current Trends in Art Education (I.A.). Three credits are required from the Foundation of Education Courses (I.B.). You may select six more credits from eight courses relating to education, art education at various grade levels, administration of art programs, aesthetic theory application, and art and the special child (I.C.).

To prepare for teaching as an artist-teacher, you must take 9-15 credits of studio art and art history courses. After advisement, you elect six credits in an allied field in partial fulfillment of this requirement (II.ABC).

The M.Ed. in art education candidate must complete a minimum of 30 credits of approved study which includes the six credit thesis.

If you elect to do a research study instead of the thesis, you must then complete 33 credits for graduation (III).

This program with undergraduate Student Teacher (Ed 400) is used also as a certification vehicle for students with an undergraduate fine arts or related degree.

M.Ed. in Art Education

30 credits Thesis Program — 33 credits Non-thesis

I. Basic Requirements	Credits
A. 6 credits required	
Ed 500 Materials and Methods of Research	3
ArtE 536 Current Trends in Art Education	3
B. 3 credits required	
Ed 531 Social Foundations of Education	3
Ed 532 Historical Foundations of Education	3
Ed 533 Philosophical Foundations of Education	3
C. Minimum of 6 credits required	
ArtE 531 Art Education in the Elementary Curriculum	3
ArtE 532 Art Education in the Secondary Curriculum	3
Art E 533 Administration & Supervision in Art Education	3
ArtE 534 Applications of Aesthetic Theory	3
ArtE 535 Art & the Exceptional Child	3

II. 9-15 Credits from A, B, and/or C—also from 1-C

A. Art Studio—Maximum of 9 credits in any one of the following:

	Credits
Art 510 Drawing	3
Art 511 Painting	3
Art 512 Crafts	3
Art 513 Waterbase Media	3
Art 514 Printmaking	3
Art 515 Ceramics	3
Art 516 Metal Craft	3
Art 517 Fibers	3
Art 518 Photography	3
Art 519 Sculpture	3
Art 521 Marionettes and Puppetry	3
Art 595 Directed Readings/Special Projects	3

B. Art History

Arth 501 Cultural Origins of the West	3
Arth 502 Art of the Far East	3
Arth 503 European Art of the 15th & 16th Century	3
Arth 504 Major Trends in Art of the 18th & 19th Century	3
Arth 505 Major Trends in Modern Art	3
Arth 506 History of American Indian/Afro American Art	3
Art 595 Directed Readings/Special Projects	3

C. Allied Electives

A maximum of 6 credits may be elected in graduate courses outside the field of specialization. Final selection of courses will be determined in consultation with your advisor.

III. Thesis or Research, 3 or 6 credits required

Art 597 Art Presentation/Exhibition	3
ArtE 598 Research	3
ArtE 599 Thesis	6

Course Descriptions

ArtE 524 Learning and Recreation with Handicapped Children
(Clock Hours see Course Description) Semester Hours 6
Summer School Workshop Practicum

This course is to be in two parts: the first part to take place on campus in classroom situation; the second part in Camp Daddy Allen operated by the Pennsylvania Easter Seal Society.

First Part: Meeting 3 hours daily, this part a lecture recitation classroom to introduce the student to the general understanding of the handicapped child, the problems and goals which might be expected while working with them, and some practical procedures and techniques which could be utilized. Included would be discussions with campus faculty and other resource personnel in addition to the listed instructor. This time would also be used to introduce the more specific ideas which will be encountered in Camp Daddy Allen.

Second Part: The students are expected to arrive in camp with the camp staff and participate in the pre-camp training program and exercises provided by the Easter Seal Society professional staff.

The students will be in camp during the session devoted to young handicapped children. They will be assigned to work with specific campers and be expected to coordinate their activities in conjunction with the members of the camp staff. Each evening the class would meet as a group to discuss the particular events of the day, and plan and coordinate the activities for the following day.

The students will be expected to stay "in camp" 24 hours a day for the full camping period and to participate fully in all phases of the camp program.

ArtE 531 Art Education in the Elementary Curriculum

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

ArtE 532 Art Education in the Secondary Curriculum

An intensive appraisal of teaching strategies, methods and techniques in the secondary schools. Emphasis centers on investigation and exploration of problems with methods for improvement and practical change.

ArtE 533 Administration and Supervision of Art Education

Investigation and identification of the roles, duties, and responsibilities of art administrators and art supervisors. Includes review of the development and implementation of art programs in the public schools and in other environments with practical application directed toward the student's present position.

ArtE 534 Application of Aesthetic Theory

The concept of relating philosophic application of art and aesthetic context to the nature and comprehension of creativity.

ArtE 535 Art and The Special Child

An exploration of types and characteristics of children who are special (gifted, physically handicapped, emotionally disturbed or culturally deprived) and strategies for art experiences with these children.

ArtE 536 Current Trends in Art Education

Exploration and discussion of materials, processes and philosophies in art education; experimentation with materials as well as discussion of current publications and research.

Art 597 Presentation/Exhibition

An Art Presentation or Exhibition may be given dealing with a significant problem in the candidate's area of art interest. Examples of this type of project might be a mural painting task, building a unique kiln or firing ceramics, an exhibit of art relating to a new teaching strategy, etc. In addition to the actual performance of the Art Presentation or Exhibition the candidate must present documented evidence of planning, researching the problem and other processes involved. The Art Presentation/Exhibition must be approved by the candidate's advisor and the Art Department Graduate Committee after candidacy approval. Final evaluation of the Art Presentation/Exhibition will take place after the event.

ArtE 598 Research, ArtE 599 Thesis

After completion of all required courses work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

Art 510 Drawing

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress is on dialogue between teacher and student plus group interaction.

Art 511 Painting

A graduate-level studio painting course. The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or on pursuing experiments in unfamiliar media to increase the breadth of his or her knowledge.

Art 512 Crafts

Developments and experimentations in basic and specialized areas of the crafts. The student researches and explores various techniques, processes and materials to gain in-depth skill and knowledge in specific crafts. Media will include wood, metal, plastic, paper fibers, and natural material as well as synthetic material.

Art 513 Waterbase Media

An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations constitute the major portion of the course.

Art 514 Printmaking

An exploration of the printmaking process of woodcut, lithography, serigraphy, colligraphy, etching and engraving with emphasis on their use for creative expression.

Art 515 Ceramics

An advanced studio course for the art teacher interested in conveying an importance of ceramics (past and modern) to his or her students.

Art 516 Metalcraft

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment is based on the student's experience and interests. The student is exposed to a wide variety of methods of manipulating and fabricating metal forms and various methods of casting metal.

Art 517 Fibers

Creative application of the principles of design and color theory to fibers and fabrics. Techniques include weaving, rugmaking, dyeing processes, basketry, macrame, crochet and lace-making.

Art 518 Photography

An advanced course in both traditional and experimental areas of photography. The course is designed for those teachers with photography experience who wish to develop photographic areas of study in their classrooms

Art 519 Sculpture

A studio course in three-dimensional concepts and advanced techniques in sculpture. Project assignment is based on student experience and interests. The student has the opportunity to work in wood, stone or metal, and to receive exposure to foundry casting.

Art 521 Marionettes and Puppetry

Although the design and construction of marionettes and puppets, and the development of manipulative skills are part of this course, the major emphasis is placed upon overall production techniques. Attention is given to the design and production of scenery, properties, lighting, and audio effects. Experiences range from small group to full stage production and TV performance. Prerequisite: Experience or course work in arts and crafts studio procedures, or by permission of instructor.

Art 595 Directed Readings/Special Projects

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. Project goals will be mutually developed by the student and instructor. Permission of the instructor, chairperson and dean are required.

Arth 501 Cultural Origins of the West

A travel study seminar visiting such European countries as France, Spain, Greece, Italy and Yugoslavia. Intensive study in the humanities of that part of the western world from which our culture springs. Lectures conducted throughout the tour by the director. Preparation of a term paper. Meetings prior to departure and following return.

Arth 502 Art of the Far East

Introduction to and study of art in India, China and Japan. Reading, lectures, discussions, museum visits, films, research, and specialized topic and an oral report on the topic. The student is encouraged to investigate resources, art monuments, collections, objects and philosophy.

Arth 503 Art of the 15th and 16th Centuries

A study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th Centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

Arth 504 Major Trends in Art of the 18th and 19th Centuries

A comprehensive study of major movements and trends of the 18th and 19th centuries in Italy, France, England and the United States in architecture, painting and sculpture with emphasis on significant artists, architects and sculptors.

Arth 505 Major Trends in Modern Art

A study of the major movements in modern art since the late nineteenth century with analysis of techniques and concepts in their historical context.

Arth 506 History of American Indian/Afro-American Art

A survey of past and present American Indian and Afro-American artists whose art contributions have been obscured in American art history.

M.Ed. in Art Education—Art Therapy Track

The Master in Education in Art Education, Track in Art Therapy is for the training of professional art therapists by providing quality education in didactic and clinical study adhering to the guidelines and standards of the American Art Therapy Association. The programs provide the graduate with knowledge, skills and competencies to work with clients in psychiatric centers, nursing homes, drug and alcohol treatment centers, prisons, hospitals, institutions and other clinical, educational and rehabilitative settings. The completion of the program and the obtaining of the degree will provide the graduate with three professional quality credits towards the twelve required by The American Art Therapy Association to become a registered art therapist.

39 Semester Hours Program

I. Basic Requirements	Credits
A. 6 Credits Required	
Ed 500 Materials and Methods of Research	3
ArtE 536 Current Trends in Art Education	3
B. 3 Credits Required	
Ed 531 Social Foundations of Education	3
Ed 532 Historical Foundations of Education	3
Ed 533 Philosophical Foundations of Education	3
C. Minimum of 6 Credits Required	
ArtE 531 Art Education in the Elementary Curriculum	3
ArtE 532 Art Education in the Secondary Curriculum	3
ArtE 533 Administration & Supervision in Art Education	3
ArtE 534 Applications of Aesthetic Theory	3
ArtE 535 Art and the Exceptional Child	3
 II Art Therapy Requirements	
A. 9 Credits Required	
*ArtTh 537 Introduction to Art Therapy	3
*ArtTh 538 Applications in Art Therapy I	3
*ArtTh 539 Applications in Art Therapy II	3
*Courses required and must be taken in sequence.	
 III. Related Area Requirements	
A. 3 Credits Required	
Psych 502 Personality Behavior and Psycho-Pathology or	3
Psych 508 Abnormal Psych.	3
 IV. Electives	
A. 6 Credits Required — Art Therapy	
ArtTh 540 Art as Therapy with Children & Adolescents	3
ArtTh 541 Family Art Therapy	3
ArtTh 543 Special Problems in Art Therapy	3
ArtTh 544 Art Therapy Workshop	3
ArtTh 545 Psychodrama and Art Therapy	3
B. Thesis—ArtTh 599 Thesis	6
or	
Research Project—ArtTh 598 Research Project	3
and	
Related subject areas of advisement - a 3 semester hour may be substituted in graduate courses related to the Art Therapy specialization.	

MusTh 571 Music Therapy Orientation	2
Psych 501 Social Psychology	3
Psych 508 Abnormal Psychology	3
Psych 540 Individual Methods of Behavior	3
Psych 541 Group Methods of Behavior Change	3
SpEd 501 Psychology of Exceptional Children	3
SpEd 540 Behavior Disorders	3
SpEd 542 Seminar on Behavior Modification	3
Total	39

Course Descriptions—Art Therapy

ArtTh 537 Introduction to Art Therapy

A survey dealing with the origins, historical development and theoretical overview of the field of Art Therapy with emphasis on readings and discussions of publications by pioneers and about current Art Therapy practices. A study of patient/client populations and appropriate activities and treatment.

ArtTh 538 Applications in Art Therapy I

The discussion and evaluation of issues, problems and cases encountered during the clinical experience. While enrolled in this course students will be involved in 300 hours of clinical training at an area mental health or human services facility. Students will present Art Therapy processes, activities and case studies. The instructor of the course will supervise the experience and make periodic on site visitations.

EDUCATION

Master of Science in Education

The Master of Science degree in education was developed following surveys and meetings with area teachers and administrators. Based upon a recent evaluation of graduates the program has been redirected to meet the challenge of a multi-cultural, pluralist society. Degree candidates will take common core courses in addition to specialized courses and electives.

Those students who take the thesis option are required to enroll in Education 599, Thesis (6 graduate credits) following completion of Ed 500, Methods and Materials of Research (3 graduate credits). Students selecting the thesis option are expected to work in close collaboration with their advisor. The minimum graduate credit hours for the M.S. in Ed. with the thesis option is 30.

Those students not electing the thesis option are required to take a minimum of 33 graduate credits.

All students must complete Ed 500, Methods and Materials of Research and obtain a satisfactory score on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) before applying for candidacy.

Common Core (15 Credits)

A. Research (3 Credits)

Ed 500, Methods and Materials of Research

B. Curriculum (3 Credits)

Ed 554, Curriculum: Principles and Contemporary Thought.

C. Multicultural Education (3 Credits)

SpEd 530, Seminar on Cultural Diversity in Special Education

EdEl 560, Children's Literature - A Multi-Cultural Approach

Psy 501, Social Psychology

Ed 550, Comparative Education

EdEl 511, An Introduction to British Education

Soc 515, American Values in Conflict

Ed 585/H.El. 585 Teaching of Adults

Hist 510, Afro-American Experience

Hist 516, The Evolution of Social Welfare in America

Hist 530, The American Indian: From Bering to Red Power

D. Foundations of Education (3 Credits)

Ed 531, Social Foundations of Education

Ed 532, Historical Foundations of Education

Ed 533, Philosophical Foundations of Education

- E. Exceptional Learner in Society (3 Credits)**
SpEd 501, Psychology of Exceptional Children
SpEd 504, Guidance for Exceptional Children
SpEd 560, Problems in Special Education
SpEd 590, Learning Disabilities

Thesis (Optional) 6 Credits

Students selecting the thesis option must have completed Ed 500, Methods and Materials of Education and have consulted with an advisor. The Thesis Option is not available to those students seeking certification as a reading specialist or microcomputer specialization. It is expected that the thesis would be in the subject area of specialization.

Ed 599, Theses 6 Credits

Electives 3 Credits (Non-thesis Option)

It is suggested that before selecting an elective course the student consult with his/her advisor.

Specialization or Added Certification Component (15 Credits)

Students are expected to either complete 15 credits in courses that would enhance their teaching specialization or select an additional program of studies that would lead to added certification. Those students selecting the Thesis Option should complete 9 credits in teaching specialization courses.

Candidacy Requirement:

Students must apply for candidacy before the completion of 15 graduate credit hours at Mansfield and after they have successfully completed Ed 500, Methods and Materials of Research. As part of the candidacy requirement, students must achieve a satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Two letters of recommendation from individuals familiar with the student's academic and professional work are also required.

Added Certification - applicable to the M.S. in Education Degree Program

Reading K-12

Social Restoration K-12

Microcomputer Specialization (15 Credits)

This area of specialization is designed for the classroom teacher, school administrator, and other education professionals. No prior experience with computers is required. However, you are expected to have a background in education since the program is designed for professional educators.

The initial course for this specialization is Ed 580, Computers in Education: An introduction (3 cr). This course is a broad overview of the uses of computers in all aspects of education. Following the introductory course, Ed 581, Computers

in Education: LOGO; Ed 582, Computers in Education: Methods and Materials; or Ed 583, Computers in Education: Applications may be taken as they are offered. Also, Ed 584, Computers in Education: Workshops may be selected for as many as 6 credits. Ed 584 is a series of one credit modules in such areas as word processing, Pilot, ethics, spreadsheets, etc. In addition to the above Computers in Education courses, Ed 541, Selected Topics may be used for individual projects and research in the field.

The Advising Process Within the M.S. in Ed. Program

Once a student has chosen to be admitted to candidacy an M.S. in Ed. advisory committee will be established. The student will ask an appropriate member of the Education Department graduate faculty to act as an advisor. With the assistance of the advisor other members of the advising committee will be chosen. One member will be from any department with a teacher education emphasis at the graduate level and the remaining member should represent the student's area of specialization or added certification. The graduate student and the student advising committee will develop the individualized program of studies for the M.S. in Ed. degree. Copies of the agreed upon program will be forwarded to the Graduate Office and the advisory committee. Each of the three members of the graduate advising committee will sign the application for candidacy. Should the graduate student wish to change the individualized program of studies, the graduate student must meet with the advising committee and have the approval of that committee. Copies of the revised program will be forwarded to the Graduate Office and the advisory committee. The advising committee will act as the oral examining committee for the student towards the end or at the completion of the individualized program of studies.

Oral Examination

Each student will present to the advising committee a paper which will serve as the emphasis for the oral examination. The paper is to be presented to the advising committee at least 10 days prior to the oral examination. While there is no specific length to this paper, the paper will: 1) adhere to a recognized form for writing papers (A.P.A., A.L.A., etc.); 2) represent a topic that is professionally related to the student's work in the school setting. This paper could be an extension of the student's research which began in Ed 500 or another graduate level course. Under no circumstances may students use a paper that has previously been submitted to fulfill the requirements in a graduate course. Students selecting the thesis option will use their thesis for the oral examination.

If performance on the comprehensive oral examination is unsatisfactory, the advising committee will require appropriate remediation. This remediation may include rewriting the paper, additional course work or both with a reexamination as an end project.

**COOPERATIVE PROGRAM FOR THE PREPARATION OF SECONDARY
SCHOOL PRINCIPALS BY MANSFIELD UNIVERSITY AND
SHIPPENSBURG UNIVERSITY**

**Master of Science in Education Degree
To Be Completed at Mansfield University**

Required Courses	Credits
Ed 500 Research	3
Ed 554 Curriculum - Principles and Contemporary Thought	3
One of the following Foundations Courses	3
Ed 531 Social Foundations of Education	
Ed 532 Historical Foundations of Education	
Ed 533 Philosophical Foundations of Education	
Ed 550 Comparative Education	
Ed 590 Introduction to Educational Admin.	3
Ed 600 Supervision	3
Ed 540 School Law	3
Ed 551 Instructional Procedures to Facilitate Learning	2-3
EdEl 550 Advanced Child Growth and Development (Adolescent Emphasis)	3
Ma 505 Statistics for Non-Majors	3
Electives	3
	33

(Note: Those working toward both elementary and secondary principal certification are advised to elect EdEl 591 - Curriculum Development and Planning.)

**Post Master's Degree Certificate Program
To Be Completed at Shippensburg University**

Required Courses	Credits
Edu 430 The Middle School	3
Edu 506 Graduate Seminar in Instructional Strategies	3
Edu 595 The Secondary School Principalship	3
Edu 596 Educational Administration Conferences in:	
Budget and School Finance	1 s.h.
School Negotiations	1 s.h.
School-Community Relations	1 s.h.
Edu 597 Practicum in Educational Administration	3
Edu 598 Advanced Practicum in Educational Administration	3
	18

Course Descriptions

Ed 500 Methods and Materials of Research—3 Credits

An introduction to research and its practical application to professional problems with attention given to type of educational research, techniques of gathering data, organization and evaluation of data on a scientific basis, and development of reliable conclusions.

Ed 524 Learning and Recreation with Handicapped Children (Summer Workshop)—6 Credits

A workshop practicum, particularly for those interested in general education, designed to provide background and experience in working with handicapped children. The student works in a classroom on campus for several days, then spends the remainder of the course at Camp Daddy Allen, a Pennsylvania Easter Seal Society Camp, living, working and playing 24 hours a day with handicapped children.

Ed 531 Social Foundations of Education—3 Credits

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

Ed 532 Historical Foundations of Education—3 Credits

The historical development of American education. European influences on the philosophies and practices of American schools. Emphasis is placed on the development of education in America as influenced by various individuals and schools of thought. Historical trends are related to current problems and practices in education.

Ed 553 Philosophical Foundations of Education—3 Credits

Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.

Ed 540 School Law—3 Credits

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law; the approach is such that an interested layman can readily grasp the concepts.

Ed 541 Selected Topics in Education—1-6 Credits

A modularized course for the study of selected topics which may be developed to meet the needs of individual school districts.

Ed 545 Analysis and Evaluation of Pupil Growth—3 Credits

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

Ed 548 Workshops in Newer Media—1-3 Credits

A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. Multi-media production; graphics production; instruction T.V. production.

Ed 550 Comparative Education—3 Credits

The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.

Ed 551 Instructional Procedures that Facilitate Learning—3 Credits

Investigation of, development of, and experimentation on classroom strategies. The student identifies a teaching strategy he or she has not previously used and writes a proposal which includes the development of the strategy and accompanying material. The student then tests the strategy.

Ed 552 Human Awareness and Interaction in the Classroom—3 Credits

A class designed to make classroom teachers more aware of themselves as persons and more sensitive to their roles as group leaders who promote learning in a variety of group situations.

Ed 554 Curriculum: Principles and Contemporary Thought—2 Credits

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) judging the quality of curriculum, and (5) processes of curriculum development and implementation.

Ed 556 Secondary School Curriculum—2 Credits

The major thrust of this course is curriculum interrelationships and curriculum balance. It provides opportunities for reading and research that will stimulate educational practitioners to examine their thinking about the secondary school curriculum.

Ed 580 Computers in Education—An Introduction—3 Credits

This course gives the professional educator a broad overview of the educational application of the computer. At the conclusion of the course the student will be able to perform basic programming, evaluate software, and utilize prepared software with computers.

Ed 581 Computers in Education - LOGO - 3 Credits

This course will provide teachers with the philosophy and learning theory upon which the choice of LOGO as a programming language is based. Teachers will develop competency in programming LOGO so that they can teach LOGO to children and in addition, write interactive instructional programs using LOGO.

Ed 582 Computers in Education - Methods and Materials - 3 Credits

This course will analyze alternative approaches to integrating computer courseware in the curriculum. Teachers will be introduced to a variety of resources for selecting and evaluating courseware and determining curriculum relevance. Establishing software libraries, funding and professional ethics will also be included.

Ed 583 Computers in Education - Current Applications - 3 Credits

This course will include the use of the computer in the subject areas of science, social studies, math, language arts, and reading as well as administrative uses in the classroom. The potential of the computer in communications, robotics, instructive video and analog to digital interfacing will be explored.

Ed 584 Computers in Education - Workshops - 1-8 Credits

This course will provide through a series of modules competencies in specific areas related to computer use in the classroom. Modules include topics such as; graphics for children, word processing for children, Pilot, research in computer education, courseware development and telecommunications. Additional modules will be developed as the demand occurs and as the discipline changes.

Ed 585/HEc 585 Teaching of Adults—3 Credits

Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences, and develop programs and teaching modules and units which will serve both society and the individual.

Ed 590 Introduction to Educational Administration—3 Credits

A survey course designed to give the beginning graduate student an overview of educational administration.

Ed 591 Secondary Education Supervision—3 Credits

A course concerned with what is taught and its effect on the learner. A special kind of teaching; involving a unique set of learners (teachers) and a unique content (curriculum). A course designed to train supervisors to deliberately educate classroom teachers about curriculum and how to teach it.

Ed 592 The Teacher and Educational Leadership—2 or 3 Credits

An examination of basic problems and current trends in education, emphasizing the roll of the teacher as a professional leader in improving the educational program. Prerequisite: teaching experience.

Ed 593 Supervision of Student Teaching—3 Credits

A course addressed to those who are associated with the supervision of student teachers; cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.

Ed 595 Directed Readings/Special Projects—1-6 Credits

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Students may be enrolled for a total of six credit hours. permission of the instructor, chairperson, and dean/coordinator is required.

Ed 597 Independent Study

Designed for particular student needs relevant to specific problem area and/or needs in the student's school district.

Ed 598 Research Project—3 Credits**Ed 599 Thesis—6 Credits**

ELEMENTARY EDUCATION

The M.Ed. in Elementary Education is designed to enable students to develop a strong background in the subject areas of the elementary school. Students with an undergraduate degree in elementary education may wish to extend their preparation to include certification as a Reading Specialist. Some students may wish to pursue graduate work beyond the M.Ed. in Elementary Education. The number of credits will vary depending upon whether the thesis or non-thesis program is followed.

Those students selecting the thesis option are required to enroll in EdEI 599, Thesis (6 graduate credits) following completion of Ed 500, Methods and Materials of Research (3 graduate credits). Students selecting the thesis option are expected to work in close collaboration with their advisor. The minimum graduate credit hours for the M.Ed. in Elementary education with the thesis option is 30.

Those students not electing the thesis option are required to take a minimum of 33 graduate credits.

All students must complete Ed 500, Methods and Materials of research and obtain a satisfactory score on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) before applying for candidacy.

Basic Requirements

Credits

Research

Ed 500 Methods and Materials of Research	3
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Curriculum

Ed 554 Curriculum: Principles and Contemporary Thought	3
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A minimum of one course with a strong emphasis in multicultural education. The department strongly recommends

Ed 531 Social Foundations of Education	3
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Other recommended courses include the following:

EdEI 511 Introduction to British Education

EdEI 560 Children's Literature - A Multi-Cultural Approach

Ed 550 Comparative Education

SpEd 530 Seminar on Cultural Diversity in Special Education

Arth 506 History of American Indian/Afro-American Art

History 510 Afro-American Experience

History 525 American Social and Cultural History

History 530 American Indian: From Bering to Red Power

A minimum of one course with a strong emphasis on the exceptional learner in society. Recommended courses include the following:

SpEd Psy of Exceptional Children	3
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SpEd 509 Early Childhood Special Education

SpEd 590 Learning Disabilities

Field of Specialization

At the time a student applies for candidacy, the student will select one of the following options. A program of studies must be approved by the student's advisor at the time of candidacy.

Option 1 - Elementary Education Emphasis

Students who wish to extend their undergraduate preparation in elementary education will take 21 semester hours of graduate coursework in elementary education or related fields.

Option 2 - Reading Specialist Certificate

Students who wish to extend their undergraduate preparation in elementary education to include certification as a Reading Specialist will take 21 semester hours of graduate coursework in that program.

Option 3 - Initial or added certification

Students with undergraduate preparation in disciplines other than elementary education may wish to pursue an initial or added certification program in elementary education at the graduate level. This program must be developed in close consultation between the student's advisor and the certifying officer for the University. *Additional work beyond the minimum may be required.* EdEl 550 Child Development is required when undergraduate preparation reflects a deficiency in this area.

Thesis Option

Students selecting the thesis option must have completed Ed 500 Methods and Materials of Research and have consulted with an advisor. The thesis will be written in elementary education, and will be available only to those students pursuing Option 1 (above).

Candidacy Requirement

Students must apply for candidacy before the completion of 15 graduate credit hours at Mansfield and after they have successfully completed Ed 500 Methods and Materials of Research. As part of the candidacy requirement, students must achieve a satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Two letters of recommendation from individuals familiar with the student's academic and professional work are also required.

Oral Examination

Near the completion of the student's program of studies, the student will meet with the student's advisor. Two additional members of the graduate faculty will be selected by the student's advisor to serve as an oral examination committee. The student will present to the student's advisor and oral examination committee, an outline of the presentation which will serve as the emphasis for the oral examination. This outline is to be presented to the members of the committee at least two weeks prior to the oral examination, and is to include a list of selected readings related to the topic to be presented.

If performance on the comprehensive oral examination is unsatisfactory, the oral examination committee will require appropriate remediation. This remediation may include additional reading on the topic, additional course work or both with a reexamination as an end product.

Reading Specialist Certification Program

A total of 21 graduate credits in the reading field is required to complete the program. You may apply this work toward meeting requirements for the Master of Education degree in elementary education or the Master of Science degree in Education.

Recommended Sequence

The student seeking certification as a reading specialist will normally follow this sequence of courses.

- EdEI 523 Foundations of Reading Instruction
- EdEI 528 Developmental and Remedial Reading in the
Middle and Secondary Schools
- EdEI 524 Diagnosis of Reading Difficulties
- EdEI 529 Remediation of Reading Difficulties
- EdEI 530 Reading Clinic Practicum (Elementary)
- EdEI 531 (Middle School/Secondary)

Transfer Credit

The reading instruction team will review graduate courses offered by other Pennsylvania state universities to determine compatibility with Mansfield University course offerings. It may be possible for you to transfer a maximum of six semester hours to the program. Recommendations for alternate courses or experiences should be made to the Chairperson of the Department of Elementary Education and the to Dean/Coordinator of Graduate Studies.

Course Description

EdEI 523 Fundamentals of Reading Instruction—3 Credits

An investigation and evaluation of various beginning methods of reading instruction with emphasis on preventative measures for the elimination of reading difficulties in elementary classrooms.

EdEI 524 Diagnosis of Reading Difficulties—3 Credits

Causes of disability in the reading process; techniques and evaluative materials for diagnosing reading disabilities; development of clinical case studies and reports.

EdEI 527 Teaching Reading to Exceptional Children—3 Credits

Physical, social and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

EdEI 528 Developmental and Remedial Reading in the Middle and Secondary School—3 Credits

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

EdEI 529 Remediation of Reading Difficulties—3 Credits

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

EdEI 530 Reading and Study Practicum (Elementary)—3 Credits**EdEI 531 Reading and Study Practicum (Middle and Secondary School Students)—3 Credits**

This experience is a culmination of the previous reading courses taken by the specialist candidate. Children in the elementary, middle and secondary grades are recommended to the clinic by their teachers and/or their parents. A complete battery of standardized tests and informal assessment instruments are administered to determine strengths and weaknesses in the children's reading. Parental, teacher (if available) and student interviews are conducted. The student clinician develops a remediation program for a child. The child is then placed on a remediation program under the guidance of the student clinician. The clinic director supervises the instruction of the children through daily staff meetings. Post-testing is conducted and case studies are prepared for the clinic and the schools.

**COOPERATIVE PROGRAM FOR THE PREPARATION OF
ELEMENTARY SCHOOL PRINCIPALS BY
MANSFIELD UNIVERSITY AND SHIPPENSBURG UNIVERSITY**

**MASTER OF EDUCATION DEGREE PROGRAM
To Be Completed at Mansfield University**

Required Courses:

Ed 500 Research

Credits**3**

One of the following Foundations Courses:

3

Ed 531 Social Foundations of Education

Ed 532 Historical Foundations of Education

Ed 533 Philosophical Foundations of Education

Ed 600 Supervision	3
Ed 590 Introduction to Educational Admin.	3
Ed 540 School Law	3
Ed 592 The Teacher and Educational Leadership	3
EdEl 523 Foundations of Reading Instruction	3
EdEl 524 Diagnosis of Reading Difficulties	3
EdEl 550 Advanced Child Growth and Development	3
Ed 554 Curriculum Principles and Contemporary Thought	3
Elective	3
Total	33

(Note: A student who expects to work toward both elementary and secondary principal certification is advised to elect Ed 556 Curriculum - Secondary.)

POST MASTER'S DEGREE CERTIFICATION PROGRAM To Be Completed at Shippensburg University

Required Courses:	Credits
Edu 430 Middle School	3
Edu 506 Graduate Seminar in Instructional Strategies	3
Eda 510 The Elementary-Middle School Principalship	3
Eda 556 Educational Administration Conference in: Budget and School Finance School Negotiations School-Community Relations	3
Edu 597 Practicum in Educational Administration	3
Edu 598 Advanced Practicum in Educational Administration	3
Total	18

Earn Mansfield Credits in Europe

Mansfield University provides teachers an opportunity to study and tour in Europe during a unique three-week summer course. See EdEl 511, An Introduction to British Education, below.

Course Descriptoins *(See additional descriptions following Reading Specialist Certification Program)*

Ed 500 Methods and Materials of Research—3 Credits

An introduction to research and its practical application to professional problems with attention to types of educational research, techniques of gathering data, organizing and evaluating data on a scientific basis, and arriving at reliable conclusions.

EdEI 502 Innovative Educational Practices—1-3 Credits

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

EdEI 503 Communication Skills Workshop for Elementary School Teachers—1-3 Credits

A workshop experience for in-service classroom teachers and for undergraduate students who have completed student teaching. The instructor investigates and shares techniques used by elementary school teachers to improve the total communication skills of children.

EdEI 505 Seminar in Early Childhood Education—3 Credits

A course designed to help teachers assess curricular experiences for children in the nursery, kindergarten and primary years

EdEI 511 An Introduction to British Education—3 or 6 Credits

A course aimed at providing teachers a firsthand look at the innovations, accomplishments and problems of British education. The participant will have the opportunity to work side by side with a British teacher, get involved with British children and observe various techniques at work in a number of English schools.

EdEI 550 Advanced Child Growth and Development—3 Credits

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

EdEI 560 Children's Literature, A Multi-Cultural Approach—3 Credits

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

EdEI 574 Diagnostic Teaching in Elementary Mathematics—3 Credits

A course to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.

EdEI 580 Elementary School Classroom Music—3 Credits

An advanced course aiming at more effective teaching of music by the elementary classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

EdEI 584 Mathematics for the Elementary School Teacher—1-3 Credits

An examination of various approaches of teaching mathematics in the elementary school. Emphasis on developing ideas and materials for individualizing mathematics instruction. A portion of the course deals with the metric system and suggestions for teaching it to both children and adults.

**EdEI 584A Mathematics Materials Workshop for
Elementary School Teachers—1 Credit**

An update of ideas, materials, and teaching aids for teaching mathematics in the elementary school with an emphasis on teacher and/or pupil made materials. Students will participate in a workshop by constructing various teaching aids, manipulatives, games, etc., for use in elementary school mathematics classes.

**EdEI 585 Methods and Materials for Learning/Teaching
the Metric System—1 Credit**

Participants become involved in a metric world through exposure to varied teaching techniques and development of instructional materials providing a basis for teaching metrical concepts.

EdEI 586 Recent Trends in Social Studies—1-3 Credits

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

EdEI 587 Elementary Science, Curriculum and Instruction—1-3 Credits

Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

**EdEI 588 Informal Diagnosis of Readiness in
Elementary Teaching—1-3 Credits**

A workshop to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.

**EdEI 589 Environmental Education Workshop for
Elementary Teachers—3 Credits**

A workshop emphasizing field work for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

**EdEI 590 Individualized Teaching in the
Elementary School—1-3 Credits**

A course to guide elementary school teachers in making the transition from whole-class to individual learning activities.

EdEI 591 Curriculum Development and Planning—1-3 Credits

Theory and practice of curriculum development in the elementary school. Emphasis on aims, content and research. Prerequisite: teaching experience.

EdEI 592 The Teacher and Educational Leadership—2-3 Credits

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: teaching experience.

EdEI 593 Supervision for the Improvement of Instruction—3 Credits

Supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of instruction; appraisal of elementary school programs and instruction.

EdEI 595 Directed Readings/Special Projects—3 Credits

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and dean are required.

EdEI 598 Research Project—3 Credits

EdEI 599 Thesis—6 Credits

HISTORY

A student whose undergraduate major was not history or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take graduate or undergraduate work beyond the minimum M.A. degree requirements.

Before applying for admission to degree candidacy, you must file in the Graduate Division Office scores on the Advanced Test in the Graduate Record Examination (History). You must score at or above the 50th percentile. You may take the test up to three times to achieve that score.

A minimum of 30 semester hours of graduate work in the thesis program or 33 semester hours of work in the non-thesis program must be completed in accordance with the following divisions:

Thesis	Credits
History 500 or substitute	3
Five courses in history	15
Two electives in history or allied fields	6
Thesis	6
	30
 Non-Thesis	
History 500 or substitute	3
One Research Project History 598	3
Six courses in history	18
Three electives in history or allied fields	9
	33

You are required to complete a course in historiography (Hist 500), unless you took historiography in your undergraduate program at Mansfield. In some cases this requirement can be met if you have taken the equivalent of Hist 500 on the undergraduate level at another institution. In both cases, another course will be substituted for historiography.

You will take courses and show competency in three subfields of the following areas (two in one area and one in either of the other two):

United States History

Colonial and Revolutionary America; Early National and Middle Period; Civil War through 1914; 20th Century

European History

Renaissance and Reformation; Early Modern Europe; 19th Century Europe; 20th Century Europe

Third World History

Latin America; Africa; Middle East

The History Department provides reading lists of the most important works for these general areas. You should read these in preparation for comprehensive exams. After you complete all course work, you will take a final written and oral comprehensive examination on the subfields selected. These exams will be conducted by a committee selected from the History Department and chaired by your advisor.

Research Project

Hist 598 is required of non-thesis candidates. You will select a research project with your advisor's help.

Thesis

Preparation of a thesis is strongly recommended if you plan to continue graduate work toward the Ph.D.

Foreign Language; Computer Usage; or Statistics

You must demonstrate a reading knowledge of one foreign language or, through an examination, provide evidence of proficiency in computer usage or statistics where applicable to your area of work.

Course Descriptions

Hist 500 Historiography—3 Credits

Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

Hist 501 Colonial & Revolutionary America—3 Credits

A study of the exploration and settlement of North America 1607-1788.

Hist 505 The Age of Civil War and Reconstruction—3 Credits

The background of sectional controversy; constitutional issues, secession, and military conflict; the aftermath of War, North and South, with particular emphasis on political and racial developments in the period of reconstruction ending in 1877.

Hist 507 The United States, 1914-1945—3 Credits

A study of political, diplomatic, social and economic development in the United States between the beginning of World War I and the end of World War II.

Hist 508 America Since World War II—3 Credits

A study of political, diplomatic, social and economic developments in the United States since 1945.

Hist 510 Afro-American Experience—3 Credits

History of "the American Dilemma" - the role of the minority black man in a dominant white culture - from 1619 to the present. Thematic emphasis upon black resistance and the quest for a black identity.

Hist 515 Modern American Diplomacy—3 Credits

The diplomatic history of the United States in the 20th Century. Emphasis is placed on the period from 1930 to the present.

Hist 516 The Evolution of Social Welfare in America—3 Credits

The development of the public welfare system as a mirror reflecting American's changing attitudes toward misfortune and relief. The effects of an individualistic tradition upon antebellum welfare efforts; the need for social welfare in an industrializing America, the growth of governmental responsibility for social welfare; and the maturation of the welfare state.

Hist 518 Frontier in American History—3 Credits

Discussion of the settlement of various geographic areas comprising the U.S. and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations are discussed in depth. Cowboy-Indian stereotypes are analyzed.

Hist 519 History of Pennsylvania—3 Credits

An in-depth examination of the political, economic, cultural and social development of Pennsylvania.

Hist 525 American Social and Cultural History—3 Credits

Investigation of the major social, cultural and intellectual trends in American history. Emphasis is placed upon important religious, educational and intellectual developments.

Hist 530 The American Indian; From Bering to Red Power—3 Credits

This course deals with the origins, culture and history of the American Indian. Development of Indian policy by colonial rulers and by the U.S. are studied and compared.

Hist 551 Renaissance and Reformation—3 Credits

Examination of the political, social, economic, and cultural forces involved in the transition from medieval to modern Western society with attention to the rise of national states, the growth of individualism and the impact of the religious changes on society.

Hist 558 The Soviet Union—3 Credits

A history of the Bolshevik Revolution and the founding of the Soviet Union, the internal and external factors involved in Soviet power politics, and world Communism from 1917 to present.

Hist 559 Russia: Beginning to 1917—3 Credits

After considering the basic problems in Russian historiography, the course deals with the nature and development of the Russian empire from the time of Peter I to the Revolution of 1917.

Hist 564-565 Twentieth Century Europe—3 Credits

A study of the political, economic, cultural and international developments in Europe during the 20th century. Particular attention is paid to the background problems which led to the two world wars and their global significance. First semester, 1914-1939; second semester, World War II and its aftermath.

Hist 595 Directed Readings/Special Projects—1-6 Credits

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and dean are required.

Hist 598 Research Project—3 Credits**Hist 599 Thesis—6 Credits**

HOME ECONOMICS EDUCATION

The Master of Science Program in Home Economics Education meets the needs of persons wishing to improve their professional expertise for roles as teachers and supervisors in the public schools, in other educational work, or for further graduate study.

There are two options in this graduate program. A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the research project program will be completed to meet the degree requirements within the following divisions:

	Thesis	Project
Home Economics Education		
HEc 501 Research Methods or Ed 500	9	12
Home Economics Content Courses	9	12
Related Disciplines (one course focusing on learners with special needs is required)	6	6
Thesis or Research Project	6	3
	30 Credits	33Credits

Candidacy

The prospective candidate must take one of the following: The Miller Analogies Test, the Graduate Record Examination, or National Teachers' Examination (Home Economics Education), and should have a Bachelor's degree in home economics education or in one of the home economics subject matter areas from an accredited college or university. If one's Bachelor's degree is in an area other than home economics education, it may be necessary to make up deficiencies.

Course Descriptions

HEc 501 Research Methods in Home Economics—3 Credits

Adaption of research techniques to problems in home economics education. Study of the national goals and guidelines for research in home economics; critical examination of research literature, techniques involved in design and analysis of a research problem.

HEc 503 Flat Pattern Design—3 Credits

The student uses flat pattern methods to develop the ability to create new patterns, alter commercial patterns, apply principles of fitting, and appreciate the fundamental use of grain. Laboratory classes are devoted to half scale exercises, to the development of slopers for bodice, pants, and shirts and to the creation of new designs.

HEc 504 Creative Draping—3 Credits

The student uses draping methods in the creation of designs for individual construction using basic techniques. Basic designs are varied and original ideas are expressed. Drafting methods will be used for sleeves and pants. Prerequisites: HEc 101 and HEc 201.

HEc 505 Fabrics and Finishes—3 Credits

Relationship of fiber structure, fabrics structure and finishing processes to fabric performance. Laboratory evaluation of performance characteristics of textile products. Prerequisites: An undergraduate course in textiles.

HEc 506 Tailoring—3 Credits

Major emphasis is placed on the difference between custom and speed tailoring, and the selection of tailoring fabrics and their relationship to design. Tailoring construction techniques are related to individual problems.

HEc 510 Diet Therapy—3 Credits

Consideration of metabolism in disease; adaption of diet to meet diseased or abnormal metabolic patterns in humans. Special diets will be examined and evaluated. Prerequisites: A nutrition course, HEc 215, HEc 216 and a biochemistry course.

HEc 511 Nutrition in Disease—3 Credits

Physiological and bio-chemical problems in metabolic diseases and nutritional aspects of therapy. The student spends time in hospitals or clinics observing actual testing methods. Prerequisite: HEc 410 or HEc 417 or an equivalent, and a biochemistry course.

HEc 512 Cultural and Aesthetic Aspects of Food—3 Credits

Cultural implications and understanding of modes of eating, application of scientific principles and aesthetic considerations in distinctive food preparation. Prerequisite: an undergraduate course in food preparation or the consent of the instructor.

HEc 514 Nutrition Throughout Life Cycle—3 Credits

Nutritional requirements of an individual from conception through the later stages of the life cycle. Included is a study of adequate nutrition for all ages and for related changes in nutritional needs as a result of advancing age and that of related common health problems.

HEc 517 Survey of Nutrition—3 Credits

An in-depth investigation of the major nutrients, vitamins and minerals and their roles in health and disease states. Food and water safety will be addressed, in addition to issues relating to the overall picture of health care.

HEc 518 Advanced Foods—3 Credits

An extension of the principles of food preparation incorporating an experimental approach to preparations problems, and service of food, considering aesthetic, social and cultural significance of food. Prerequisites: HEc 215 and HEc 216.

HEc 520 Consumer Housing Decisions—3 Credits

Contemporary housing issues as related to the individual and the family. Consideration of human factors in housing, structure and operations of the housing market and home-building industry, housing finance, and role of the government in housing.

HEc 521 Consumer Issues—3 Credits

Multi-media classroom experience designed to identify and analyze consumer issues. Problem-solving/independent study of consumer issues.

HEc 523 Interior Design in the Home—3 Credits

Emphasizes principles of design and elements of art in relation to home interiors, environment, personal taste and personality. Laboratory experiences include planning and developing interior designs using professional techniques. Related projects are required.

HEc 524 Handicapped Homemaker—3 Credits

Principles of management, work simplification and motion-mindedness as these apply to homemaking activities of handicapped persons. Identification and analysis of various handicaps. Exploration of techniques to achieve more independent living.

HEc 525 Systems Approach to Home Management—3 Credits

Family characteristics of the many modern American lifestyles are explored using the systems approach. Suggested plans for good management are developed, and explored using differing management theories.

**HEc 530 The Teaching of Child Development
and Family Relations—3 Credits**

Subject matter and methodology essential to teaching human development in home economics programs. Prerequisites: graduate course work in child development or human development and in family relationships, or permission of instructor.

HEc 581 Program Development in Home Economics—3 Credits

Analysis of program needs in home economics at various levels and in various settings. Sequential organization of courses of study in home economics for specific types of schools and student populations. Methods of incorporating new issues, content and teaching philosophies into a Home Economics Program. Prerequisite: an undergraduate degree in home economics or approval of instructor.

HEc 582 Teaching Consumer Education K-Adult—3 Credits

Rationale and specific aids for the professional wishing to begin a consumer program or incorporate consumer lessons in an existing course or grade level. Resources, curriculum guidelines and teaching tactics. Teacher may easily adapt for his or her use.

HEc 583 Methods and Materials for the Teaching of Sex Education—2 Credits

A review of current instructional materials of, for and about sex education, with the intent of bringing about a greater understanding of human sexuality.

HEc 585/Ed 585 Teaching of Adults—3 Credits

Students will identify characteristics and needs of various adult groups and explore lifelong learning as a phenomenon. Includes development of tactics for recruiting, teaching and evaluating adult students from diverse cultural, social and educational backgrounds.

HEc 587 The Teaching of Nutrition K-12—3 Credits

Basic concepts of nutrition. Methods and materials for teaching nutrition at various grade levels from kindergarten through grade 12. Development of modules, units of study, and resource materials for teaching nutrition.

HEc 592 Evaluation in Home Economics—3 Credits

Basic principles of evaluation and specific methods of appraising educational programs of individual achievement in home economics. Opportunities are given for constructing and using evaluation instruments. Prerequisite: a Baccalaureate degree in home economics education or permission of instructor.

HEc 593 Supervision in Home Economics—3 Credits

Responsibilities, services and professional techniques for supervision of home economics teachers at local and state levels and also in in-service and pre-service programs.

HEc 594 Vocational and Career Education—3 Credits

Focuses on home economics related to vocational and career education. The implications of federal and state vocational legislation for home economics is explored as well as methods of delivery of vocational and career education to diverse populations.

HEc 595 Directed Readings/Special Projects—1-6 Credits

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Premission of the instructor, chairperson and dean are required.

HEc 597 Independent Study—3 Credits**HEc 598 Research Project—3 Credits****HEc 599 Thesis—6 Credits**

MUSIC

The Music Department offers three graduate degree programs: The Master of Education, the Master of Science and the Master of Arts. The M.Ed. is primarily for public school teachers or persons preparing to become teachers. The M.S. degree is a flexible degree, allowing emphasis in music education, performance, research, or composition. The M.A. degree is for those who wish to pursue advanced work in music scholarships or work leading to the doctorate.

Placement Examination and Audition

After admission to graduate study and the assignment of an advisor, you must take placement examinations and an audition for diagnostic purposes during the first semester of graduate study. The results will be used by your advisor in planning your graduate program. If you plan to complete your program within one academic year, it is recommended that the examination and audition be taken prior to beginning graduate study.

Piano Proficiency

You are encouraged to take a piano proficiency examination during the first term of graduate study. You must pass the examination before admission to candidacy is granted. A list of current minimum piano requirements is in the Music Department office.

Candidacy

In addition to the general requirements listed on page 2 (of present bulletin), you must satisfy the following to become a graduate degree candidate in music:

1. You must successfully pass an audition in your chosen major performing area before at least two faculty members.
2. You must pass the appropriate piano proficiency for your degree program.
3. You must take one of the following tests and achieve a minimum score within the standard error of measurement of the national mean: the National Teachers Examination (required for M.Ed., acceptable for M.S.) or the Graduate Record Examination (Advanced Test in Music) (required for M.A., acceptable for M.S.).

Foreign Language Requirements

A knowledge of an appropriate foreign language is required of candidates for the M.A. degree. You may satisfy the requirement at any time before you complete your final exam by passing the *Graduate Student Foreign Language Test* with a score acceptable to the Music Department.

Degree Requirements

You must complete a minimum of 30 to 33 semester hours of graduate work in accordance with the requirements listed for the particular degree program. Additional course work may be required if deficiencies are noted during the audition or placement examinations, or if you are coupling work toward provisional teaching certification with your graduate degree program.

Thesis, Research Project, Creative Project, Recital

If you are a candidate for the M.S. or M.Ed., you may elect a thesis, research project, creative project, or recital and complete your degree with the minimum number of credits required. If you do not elect this option, you must take additional course work, which will require the completion of at least 33 credits.

If you are a candidate for the M.A., you will be required to complete a thesis or creative project.

Thesis: See page 8 for description.

Research Project: See page 8 for description.

Creative Project: May be a musical composition or the transcriptions of a major work. Only a student who has a strong undergraduate background in music theory and experience in composition should do a project in composition. A transcription consists of transcribing a work of major proportions for another medium.

Recital: You may give a formal recital in your major performing medium under the guidance of a private teacher. You should secure approval as soon as you have been admitted to candidacy, but the actual performance should occur during the final six credits of your program. It must be approved by the Music Department Graduate Faculty. One month before the recital, you must obtain approval of a jury before the public performance can be authorized.

CURRICULA FOR MASTER'S DEGREE PROGRAMS

Master of Education in Music Education—31 or 33 Credits

	Credits
MUS 500 or substitute	3
MUS 540	3
Conducting	3
Applied Music*	4
Music History-Literature	3
Music Theory	3
Music Electives	6-8
Thesis, Project, or Recital	0-6
Academic Electives**	6

*At least two credits in the major are required.

**At least one course each is required in the following areas:

- a) Multicultural: SpEd 530; EdEl 560; PSY 510; ED 550; SOC 515; Ed 585/HEC 585
- b) Special Education: SpEd 501; SpEd 504; SpEd 560; SpEd 590.

Master of Science in Music—30-33 Credits

Mus 500 or substitute	3
Applies Music (major instrument or voice)	4
Music History-Literature	6
Music Theory	6
Music and/or Academic Electives*	5-14
Thesis, project, or recital	0-6

*Selected in consultation with advisor. May include courses in education and music education.

Master of Arts in Music—30 Credits

Mus 500 or substitute	3
Electives in Music History-Literature	
Theory and Composition	12
Music Electives*	3 or 7
Related Academic Electives*	6
Thesis or creative project	2 or 6

*Selected in consultation with advisor. The music elective may be applied music (major instrument or voice) if you meet graduate level performance standards. These electives may not be in music education.

Course Descriptions***HISTORY AND LITERATURE*****Mus 500 Methods and Materials of Research—3 Credits**

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

Mus 501 American Music—3 Credits

The development of American music from the colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.

Mus 502 Sacred Music—3 Credits

A study of the development of Christian music from the beginning of the Christian era to the present.

Mus 503 History of Opera—3 Credits

A history of opera from the late sixteenth century to the present with attention to the conventions governing librettist and composer. The musical, dramatic and social climate in which opera was composed.

Mus 504 Advanced Studies in Nineteenth Century Music—3 Credits

Music style and expression during the nineteenth century with special emphasis on the intellectual foundations of the romantic movement. Representative works in the various forms are studied and analyzed in detail.

Mus 505 Advanced Studies in Twentieth Century Music—3 Credits

An analytical, technical and historical study of music of the twentieth century.

Mus 506 Advanced Studies in Music Literature—3 Credits

An intensive study of selected examples of musical literature with emphasis on comparative historical and stylistic developments.

Mus 507 Song Literature—3 Credits

The development of song from the days of the troubadours and trouveres to the present. Emphasis upon the history of the German lied, French chanson and solo song in the British Isles and the United States.

Mus 508 Advanced Choral Literature—3 Credits

The development of choral literature from the time of Palestrina to the present.

Mus 509 Advanced Studies in Keyboard Literature—3 Credits

Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

Mus 510 The Piano Sonata—3 Credits

A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.

Mus 511 The Teaching of Music Literature—3 Credits

Various approaches to the teaching of music literature with an emphasis on aural analysis and the development of listening skills.

THEORY AND COMPOSITION

Mus 525 Interpretation of Selected Repertory—3 Credits

Interpretative techniques are studied and applied to repertory selected by both student and instructor.

Mus 526 Composition—3 Credits

Development of deeper insight into music through intensive creative experience.

Mus 527 Advanced Composition—1-3 Credits

Students develop and work on projects. May be repeated for credit up to a maximum of 6 credits.

Mus 528 Form and Analysis—3 Credits

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

Mus 529 Advanced Vocal Scoring—3 Credits

Development of skill in scoring music for various vocal groups. Special attention is given to arranging for unbalanced vocal groups such as may be found in the public schools.

Mus 530 Advanced Instrumental Scoring—3 Credits

Arranging for various families and choirs of instruments, culminating in an arrangement of a suitable organ or piano composition for a concert group. Prerequisite: an undergraduate course in orchestration.

Mus 531 Pedagogy of Music Theory—3 Credits

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

MUSIC EDUCATION AND PEDAGOGY**Mus 540 History and Philosophy of Music Education—3 Credits**

The history of music education from the time of the ancient Greeks to the present. Special emphasis on the history of music education in the United States.

Mus 541 Instrumental Repair—1 Credit

Demonstrations and laboratory experiences to prepare students to take care of instrument repair problems encountered in school bands or orchestras.

Mus 542 Comparative Music Education—2 Credits

Gives music specialists, classroom teachers and administrators a comprehensive view of the contemporary approach to music education in the public schools of the United States in comparison with approaches in foreign countries.

Mus 543 Recent Trends in Music Education:**Elementary and Middle Schools—2 Credits**

New concepts in classroom music teaching in the elementary and middle schools. Emphasis on the contributions of contemporary composers and ethnomusicologists, the Orff approach and Kodaly method.

Mus 544 General Music Classes in Secondary Schools—2 Credits

A chronology of music concepts, knowledge and skills developed through projects correlated with the total curriculum. An activities approach using singing, reading, writing, creating, moving, playing, listening and scientific fact-finding.

Mus 545 Seminar in Music Education—2 Credits

Identification and formulation of the principles, philosophies and objectives of music education.

**Mus 546 Administration and Supervision
of Public School Music—3 Credits**

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating and improving school music programs.

Mus 547 Orff Schulwerk—2 Credits

An approach to the teaching of music to children designed by composer Carl Orff.

Mus 548 Psychology of Music—3 Credits

A study of the question, "What makes music?" The physical and psychological effects of music. Prerequisites: An undergraduate psychology course and knowledge of music methods. Teaching experience in the field of music education is a valuable asset.

Mus 549 Marching Band Techniques and Materials—2 Credits

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

Mus 550 Advanced Choral Conducting—3 Credits

An advanced course for students who show particular aptitude in conducting.

Mus 551 Advanced Instrumental Conducting—3 Credits

Study and analysis of all phases of baton technique and score reading.

Mus 553 Music for Early Childhood—1 or 3 Credits

An exploration and study of the way music can contribute to the education of the preschool child.

Mus 554 Piano for the Preschool Child—3 Credits

Methods and materials for teaching piano to the preschool child. Actual observation and participation in the teaching of preschool children will be arranged. Adapting these methods and materials for the special child will also be included.

Mus 570 Diction for Singers—3 Credits

A course using the International Phonetic Alphabet to present a systematic approach to pronunciation in solo and choral literature in English, Italian, Latin, German and French.

Pedagogy

The techniques, teaching problems, teaching materials and literature related to a given applied music area as listed below:

Mus 571 Vocal Pedagogy—2 Credits

Mus 572 Piano Pedagogy—2 Credits

Mus 574 String Pedagogy—2 Credits

Mus 575 Woodwind Pedagogy—3 Credits

Mus 576 Brass Pedagogy—3 Credits

Mus 577 Percussion Pedagogy—3 Credits

Mus 578 Music Theatre Production—3 Credits

A course providing non-professional stage director a working knowledge of the skills needed to stage and direct a musical production.

MUSICAL CRITICISM, CREATIVE PROJECTS, RECITAL AND THESIS

Mus 565 Music Journalism—3 Credits

Principles involved in forming and expressing judgements about musical works and performances. Channeling of listening experiences; analysis of past and present music criticism; review of books and articles on music; coverage of concerts; class discussion of student reviews.

Mus 566 Creative Project—2-6 Credits

The student writes a music composition in lieu of a thesis or research project. (See Research Options.)

Mus 567 Creative Project—2 Credits

Students doing musical transcriptions in lieu of writing thesis or research project reports register for this course. (See Research Options.)

Mus 597 Recital—2 Credits

Students performing recitals in lieu of writing a thesis or research project reports register for this course. The formal recital given in the major performing medium represents the culmination of study in the applied area. (See Research Options.)

Mus 595 Directed Readings/Special Projects—1-6 Credits

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Students may be enrolled for a total of six credit hours. Permission of the instructor, chairperson and dean are required.

Mus 598 Research Project—3 Credits

Mus 599 Thesis—6 Credits

APPLIED MUSIC

APMU 500-501, 502-503—Secondary Courses

A student who does not meet the standards for graduate proficiency in his or her major applied music area must elect appropriate course work at the undergraduate level until such proficiency is achieved.

Private or class study in voice, keyboard, strings, woodwind, brass, percussion or conducting is available. Such study is designed to meet the professional needs of the students. Consent of the instructor is required.

Private Instruction

Credits

APMU 504 Voice	1
APMU 505 Voice	2
APMU 506 Piano	1
APMU 507 Piano	2
APMU 508 Harpsichord	1
APMU 509 Harpsichord	2
APMU 510 Organ	1
APMU 511 Organ	2
APMU 512 Flute	1
APMU 513 Flute	2
APMU 514 Oboe	1
APMU 515 Oboe	2
APMU 516 Clarinet	1
APMU 517 Clarinet	2
APMU 518 Bassoon	1
APMU 519 Bassoon	2
APMU 520 Saxophone	1
APMU 521 Saxophone	2
APMU 522 Trumpet	1
APMU 523 Trumpet	2
APMU 524 Horn	1
APMU 525 Horn	2
APMU 526 Trombone	1
APMU 527 Trombone	2
APMU 528 Euphonium	1
APMU 529 Euphonium	2
APMU 530 Tuba	1
APMU 531 Tuba	2
APMU 532 Violin	1
APMU 533 Violin	2
APMU 534 Viola	1
APMU 535 Viola	2

APMU 536 Cello	1
APMU 537 Cello	2
APMU 538 Bass	1
APMU 539 Bass	2
APMU 540 Percussion	1
APMU 541 Percussion	2

ENSEMBLES

Private Instruction	Credits
ENMU 550 Band I	1
ENMU 551 Band II	1
ENMU 552 Orchestra I	1
ENMU 553 Chorus I	1
ENMU 554 Chorus II	1
ENMU 556 Percussion Ensemble	1
ENMU 557 Opera Workshop	1
ENMU 558 Woodwind Ensemble	1
ENMU 559 Brass Ensemble	1
ENMU 560 Vocal Ensemble	1
ENMU 561 Jazz Band	1
ENMU 562 String Ensemble	1
ENMU 563 Collegium Musicum	1

Participation in these university organizations is open to qualified graduate students.

PSYCHOLOGY

Master of Arts in Community Psychology

The Master of Arts degree program in Community Psychology offers the qualified student a terminal, applied program in community mental health. Emphasis is placed upon rural mental health needs. The curriculum includes training in psychological assessment methods, behavior change methods and other areas of community psychology and mental health. The department has a booklet describing current program requirements in detail. All applicants are expected to familiarize themselves with its contents. Information and application forms may be obtained from the psychology graduate coordinator, Department of Psychology.

Admission

You will be admitted to on-campus psychology graduate courses only if you have been accepted for graduate study by the Departmental Graduate Committee or have received prior approval of the instructors. Formal admissions are made only for the fall semester. You should submit all required credentials and application forms to the department by **March 15**.

You must submit both verbal and quantitative GRE scores. Applications from students who were not undergraduate psychology majors will be considered, but all applicants should have completed undergraduate courses in general psychology and statistics. Additional courses in psychological methods, learning, personality theory, developmental psychology and abnormal psychology are strongly recommended.

Curriculum

A minimum of 46 credits of graduate study is required for the degree. This normally is accomplished during two academic years. Part-time students are expected to complete all degree requirements within four calendar years from the date they enter their first graduate psychology courses. If you lack sufficient undergraduate preparation in psychology you may be required to take course work beyond minimum requirements.

The following courses are required of all students:

	Credits
Psy 502 Personality and Behavior Pathology	3
Psy 504 Experimental Design and Statistical Analysis	3
Evaluation Methodology Sequence	
Psy 531 Individual Cognitive and Social Assessment	3
Psy 532 Assessment of Personality and Human Interactions	3
Psy 533 Community Program Evaluation	3

Behavior Change Methodology Sequence

Psy 540 Individual Methods of Behavior Change	3
Psy 541 Group Methods of Behavior Change	3
Psy 542 Methods of Prevention and Community Change	3
Psy 551 Professional Psychology in the Rural Community	3
Psy 554 Professional Psychology Seminar	1

Other courses may be required. Your advisor will help you choose electives.

Internship

You are required to complete at least a full semester internship. An intern normally works under the supervision of a qualified psychologist in a rural community mental health center. The nine-credit internship is typically undertaken after you complete one full year of graduate course work on campus. Following the internship, you will return to campus for the remainder of your course work.

Examinations

You must pass three examinations: The *qualifying examination* covers four basic areas of psychology and must be taken before completion of 15 graduate credits. The *comprehensive* and *clinical competency* examinations are administered during your last semester and must be passed before you can be recommended for the degree. You are also evaluated on the basis of professional ethical standards of psychologists.

Course Descriptions

Psy 500 Advanced Experimental Psychology—3 Credits

A modular course, each module providing an intensive survey of a major area of psychological investigation. The modules (Methods and Systems of Psychology, Learning and Perception, and Experimental Personality) comprise a comprehensive review of contemporary experimental psychology. The student is required to take only those modules for which academic records and interviews with advisor suggest deficiencies.

Psy 501 Social Psychology—3 Credits

The social psychological perspective from the point of view of the individual. The processes of socialization, identity, attitude, formation and change, person perception and interaction. The social psychological aspects of social structure and personality, group processes, collective behavior and psychological theories of society and deviance.

Psy 502 Personality and Behavior Pathology—3 Credits

A contemporary overview of personality and behavior pathology. The history of abnormal psychology, clinical syndromes, contrasting conceptual models of disordered behavior, and applications in schools, courts and community settings. Emphasis is placed upon the special problems of referral, diagnosis and treatment in rural areas.

Psy 503 Human Development—3 Credits

Concentration on the interplay of biological, human and non-human environmental variables that shape and direct the process of behavioral development in people, and the relationship between affective and cognitive development.

Psy 504 Experimental Design—3 Credits

Topics include philosophy of science, measurement and scaling techniques, questionnaire construction, data analysis using the computer, report writing, and ethical issues. Emphasis is on quasi-experimental and survey research designs. Individual research projects will be conducted. Prerequisites: An inferential statistics course.

Psy 507 Community Mental Health—3 Credits

Modern community mental health concepts. Attention is given to mandated federal and state programs, and the interventionist approach in community mental health. Designed primarily for educators and members of allied health professions.

Psy 508 Abnormal Psychology—3 Credits

Abnormal psychology and those aspects of human behavior which are also described under other contemporary headings such as social deviancy or psychopathology. Designed primarily for educators and members of allied health professions.

Psy 521 Death & Dying—3 Credits

An overview of the psychological aspects of Death and Dying in our society. Examines the process of death in our culture, including attitudes, toward and preparation for death, the terminally ill patient, funeral rituals and burial, mourning and grief, and suicide and euthanasia. Readings, lectures, and discussions will be supplemented by self-exploration and writing by students concerning their feelings, attitudes, and beliefs about death.

Psy 531 Individual Cognitive and Social Assessment—3 Credits

Introduction to the use of individual tests of intelligence, techniques of clinical interviewing, including measures of cognitive and social development. An introduction is given to neuropsychological screening measures. Computerized analysis of test results supplements the students understanding of test interpretation and intervention planning.

Psy 532 Assessment of Personality and Human Interaction—3 Credits

A continuation of Psy 531, which is prerequisite. Advanced interviewing techniques from various theoretical orientations. Traditional individual projective techniques and paper-and-pencil personality scales are considered. Interpretation stresses individual's adaptation to the community. An introduction is given to the use of neuropsychological tests batteries as data collection techniques.

Psy 533 Community Program Evaluation—3 Credits

Basic concepts of evaluative research and its applications in community mental health settings. Attention is given to evaluation in rural areas.

Psy 540 Individual Methods of Behavior Change—3 Credits

Problem-oriented methods of individual behavior change, including brief forms of psychotherapy, behavior modification and crisis intervention, are considered in light of their application in modern community mental health programs. The course prepares the student for application of these methods during an internship.

Psy 541 Group Methods of Behavior Change—3 Credits

Small group process and models of group psychotherapy and sensitivity training are considered in light of their application in modern community mental health programs. Emphasis is placed on students' development of applied group skills.

Psy 542 Methods of Prevention and Community Change—3 Credits

Modern community mental health services are considered with special attention to the problems of rural areas. Preventive programming and consultation strategies are examined in depth. Emphasis is on application of these methods.

Psy 551 Professional Psychology in the Rural Community—3 Credits

The psychological and social structures of rural communities. Emphasis is placed on the mental health and other human services which function in the rural community. Field visits are required.

**Psy 554 Professional Psychology Seminar—1 Credit
(for third semester of course)**

A course to help students integrate thinking about major areas related to community psychology and rural mental health. Assigned presentations and discussions are required. Each student must complete three semesters of this seminar prior to being recommended for the degree.

Psy 560 Community Internship—9 Credits

A minimum of 600 hours of supervised psychological experience in an approved facility offering community mental health services to the public. Facilities serving rural areas are given priority. The internship is normally completed during one academic semester.

Psy 595 Directed Readings/Special Projects—1-6 Credits

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and provost are required.

SPECIAL EDUCATION

Master of Education Degree (M.Ed.)

The Master of Education, Special Education degree candidate, provides a professional special educator with advanced specialization and training. The program emphasis is on education of mentally and physically handicapped children with related course concentrations in learning disabilities, mental retardation, communication disorders, early childhood education, gifted and talented, cultural diversity and emotionally disturbed children.

The program is competency based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with mentally and physically handicapped children in various educational settings. Graduates are prepared for such positions as: 1) Diagnostic and prescriptive teachers; 2) Resource room and itinerant specialists; 3) Supervisors and curriculum coordinators for special education programs; 4) Educational consultants for exceptional children.

The program is approved to offer teacher certification in education of mental/physically handicapped children.

Curriculum Requirements

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program will be completed according to the following divisions:

1. Foundations of Education:

Research, Social Foundations, Child Development, Learning Theories 6-9 credits.

2. Specialization - Special Education:

Mentally and Physically Handicapped, Mental Retardation, Learning Disabilities, Communication Disorders, Gifted and Talented, Cultural Diversity, Emotionally Disturbed, Early Childhood Education for the Handicapped - 18-24 credits.

3. Allied Electives:

Elementary and Secondary Education, Reading, Psychology, Special Education, Criminal Justice and related areas - 6-9 credits.

Master of Science Degree (M.S.)

Special Education/Exceptional Persons

This program permits those with non-teaching/certification backgrounds in related professions (e.g. MH/MR personnel, group home specialists, rehabilitation specialists, recreation personnel, social restoration, juvenile justice workers,

institutional specialists, and social workers) and with teaching background to obtain Master's degree specialization in special education/exceptional persons. Those with the degree are eligible for many civil service classifications, positions in the field of human services and related occupations.

Field Experience

The program enables one to apply specialized competencies in a clinical practicum internship required of each student. Internships are available in such special education settings as the following: Elmira Psychiatric Center; Intermediate Unit 17 Special Education Program; Mental Health and Mental Retardation Centers in NY and PA; Martha Lloyd School Project (on campus and in Troy); Detention & Treatment Centers (NY and PA); Group Home (CRF and ICFMR Unit, NY and PA); ARC (Elmira, NY); Tioga County Agency for Children and Youth Programs.

Curriculum Requirements

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program is required in accordance with the following competency divisions:

1. Foundations:

Research, Social Foundations, Child Development, Psychology, Related Areas - 6-9 credits.

2. Specialization:

Exceptional Persons, Problems and Issues, Clinical Practicum, Psychology - 18-24 credits (15-24 for Social Restoration majors).

3. Specialization - Related Areas:

Communication Disorders, Gifted and Talented, Cultural Diversity, Emotionally Disturbed, Mentally/Physically Handicapped, Social Restoration - 3-6 credits.

Note: Social Restoration majors see also 2 above and the department chairman for MS/SR program plan.

4. Allied Electives:

Psychology, Education, Home Economics, Special Education and Related Areas - 3-6 credits.

Candidacy

A. You must have an overall graduate GPA of 3.0 and recommendations from graduate faculty.

The following guidelines apply to Miller Analogy Test (MAT):.

1. The M.Ed./SpEd and the M.S. Exceptional Persons applicant must immediately take and/or provide a verified MAT score.

2. You must score at least at the 50th percentile. You may take the test twice, if necessary. If you score below this level, you must have an interview with the department graduate faculty members.
3. If you desire special education certification, you must remove undergraduate deficiencies to apply for a certificate upon completion of M.Ed. program. This does not apply to M.S. degree candidates.

Degree Completion:

1. Each candidate must successfully complete a written and an oral comprehensive examination.
2. Candidate choosing the non-thesis option must complete a departmental paper on a topic approved in conjunction with their faculty member.

Course Descriptions

SpEd 501 Psychology of Exceptional Children—3 Credits

Personality and emotional, social and learning characteristics of children exceptional in physical development, intelligence, behavior, speech or hearing within various cultures. Emphasis on research findings; psychological problems of these children; attitudes; mental tests and diagnosis; methods to facilitate adjustment; counseling and guidance; educational implications.

SpEd 502 Administration and Supervision of Special Education—3 Credits

Organization, administration and supervision of special education programs. Finance and attendance, physical facilities; budget; needed equipment; community agencies' curriculum development; research.

SpEd 503 Psycho-Educational Diagnostics—3 Credits

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique. (Required of M.Ed.)

SpEd 504 Guidance for Exceptional Persons—3 Credits

Principles, techniques and organization of guidance services for the physically, mentally, and/or socially handicapped within various environmental cultures. (Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.)

SpEd 505 Mental Retardation—3 Credits

Intensive review of research pertaining to etiology of mental retardation, classification systems and diagnostic problems. Study of brain injury; familial retardation; research on learning characteristics; evaluation of psychological tests; criteria distinguishing mental retardation from other problems.

SpEd 507 Career Education Seminar—3 Credits

Theory and practice of career education for the handicapped, including vocational training, guidance related services; elementary, high school, post-school perspectives and settings; issues, trends and research findings.

SpEd 508 Education of Severely Retarded—3 Credits

Organization of special educational programs for low-functioning retarded. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends; problems and issues.

SpEd 509 Early Childhood Special Education—3 Credits

Critical study and analysis of early childhood education for the preschool handicapped child. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

SpEd 510 Seminar of Communication Disorders—3 Credits

Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary and multi-cultural exploration and discussion of problems along with procedures and materials necessary for remediation.

SpEd 515 Problems in Communication Disorders—3 Credits

Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: SpEd 510 and/or permission of instructor.

SpEd 520 Seminar on the Gifted and Talented—3 Credits

Advanced study of the nature, characteristics and educational needs of gifted and talented students from a variety of cultures. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.

SpEd 521 Creativity and Education—3 Credits

The nature of creativity in a broad range of human endeavors. Divergent thinking and its products: identifying and establishing climates or settings fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project. Prerequisite: SpEd 520 and/or permission of instructor.

SpEd 525 Contemporary Issues - Gifted and Talented—3 Credits

Basic conditions in the educational and psychological development of gifted children. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects high abilities upon the total functioning of the child. Prerequisite: SpEd 520 and/or permission of instructor.

SpEd 530 Seminar on Cultural Diversity in Special Education

Socioeconomic, political and ethnic characteristics of disadvantaged children and youths. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation.

SpEd 531 Education of the Culturally Diverse—3 Credits

Learning characteristics of disadvantaged children and youth. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.

SpEd 535 Problems in Education the Culturally Diverse—3 Credits

Educational issues of coping with problems of social, cultural and economic deprivation. Reviewing and designing research studies for reusultant training and education of all disadvantaged groups. Prerequisite: SpEd 530 and/or permission of instructor.

SpEd 540 Behavior Disorders—3 Credits

Problems in the education of children with emotional disturbances in regular and special classes, including children whose emotional disturbances are associated with other handicaps. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

SpEd 542 Seminar on Behavior Modification—3 Credits

Behavior modification for children with behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.

SpEd 545 Problems in Education of the Emotionally Disturbed—3 Credits

Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special education for emotionally disturbed children and youths. Prerequisite: SpEd 540 and/or permission of instructor.

SpEd 550 Advanced Curriculum Development in Special Education—3 Credits

Curriculum development and construction for exceptional children in terms of (1) analysis of theoretical foundations of differential curricula; (2) developing and specifying instructional objectives as anticipated behavioral outcomes; (3) evaluating representative curricula models; (4) application of principles of curriculum design and contemporary problems associated with children from diverse cultural backgrounds. (Required M.Ed.)

SpEd 554 Law and Exceptional Persons—1 Credit

Survey and discussion of major legal developments pertaining to identification, placement and education of exceptional children, and the implications for regular and special educators.

SpEd 560 Problems in Special Education—3 Credits

In-depth survey of current problems, issues and trends in Special Education.

SpEd 570 Clinical Practicum—3-6 Credits

An in-class and supervised professional field practicum in a special education setting. A transition between preprofessional and full professional status for the graduate student. Prerequisite: site selection and arrangement approved by faculty advisor. Required in M.S. Exceptional Persona program, and M.Ed. program.

SpEd 575 Residential Facilities for the Handicapped—3 Credits

Provides the student with an orientation to the principles and philosophies of residential facilities. It explores the different types of residential facilities available for the handicapped from institutions to semi-independent living accommodations and provides the student the skills necessary to apply the principles of normalization in all settings.

SpEd 576 Normalization—3 Credits

This course explores the principles of normalization and how the theory can be applied to all problems dealing with the handicapped. The skills and competencies of this course will also provide the student with techniques to develop awareness and attitudinal changes toward the handicapped in a community. In addition to normalization it explores the principles of advocacy. Section 504 of the Rehabilitation Act and recent litigation and legislation concerning the rights of the handicapped in a community setting. Strategies for public relations using local government, agency and service organizations will be developed.

SpEd 577 Seminar on Adult Handicapped—3 Credits

A problem/solution-oriented seminar on adults with mental and physical handicaps. Discussion of nature and needs of broad range of adult handicapped, implications for helping professions, research on adult learning and adjustment, current trends, issues and programs.

SpEd 578 Adult Program Practices—3 Credits

Basic organization, planning, and implementation of adult-level programs and services for the mentally and physically handicapped.

SpEd 580-85 Special Education Workshops—1-6 Credits

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

SpEd 590 Learning Disabilities—3 Credits

Planning for multi-disciplinary multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

SpEd 595 Directed Readings/Special Projects—1-6 Credits

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and dean are required.

SpEd 597 Independent Study**SpEd 598 Research Project—3 Credits****SpEd 599 Thesis—6 Credits****Social Restoration: State Certification**

The M.S. in Exceptional Persons is an extended option for those pursuing certification in the Social Restoration area. The objectives of the program are:

1. to prepare educational specialists for work with alienated children and youths, with students legally detained at juvenile detention centers, and with adjudicated youths placed in long-term correctional institutions.
2. to prepare educational specialists to work cooperatively with staffs of educational, correctional, social and community agencies developing plans for preventing antisocial, delinquent and offender behavior; and to assist authorities in mainstreaming individuals into positive learning situations.

You must take 21 credits of course work and 3-6 credits in field experience work to complete the program.

Required Courses - 9 Credits

Ed 501 - Criminal Justice System and Social Restoration

Ed 594 - Seminar-Social Restoration

Soc 530 - Deviance: Delinquency and Crime

Elective Courses - 9 Credits

Ed 531 - Social Foundation of Education

Ed 533 - Philosophical Foundations of Education

Ed 540 - School Law

Ed 545 - Analysis and Evaluation of Pupil Growth

EdEI 528 - Developmental and Remedial Reading in the Middle and Secondary School

EdEI 529 - Remediation of Reading Difficulties

Psy 507 - Community Mental Health

Psy 508 - Abnormal Psychology

Swk 550 - Social Work Techniques

SpEd 530 - Seminar on Cultural Diversity in Special Education

SpEd 590 - Learning Disabilities

Field Experience - 3-6 Credits

SpEd 570 - Clinical Practicum

Course Descriptions

Ed 501 Criminal Justice System and Social Restoration—3 Credits

An overview of the criminal justice system, the police, the courts, adult corrections and juvenile justice.

Ed 594 Seminar/Social Restoration—3 Credits

A seminar providing both a theoretical and a practical basis for understanding social restoration.

Soc 530 Deviance; Delinquency and Crime—3 Credits

Community and social bases of juvenile delinquency and crime. An introduction to sociological theories of deviance and new perspectives in criminology.

Soc 550 Social Work Techniques—3 Credits

The methods of social work intervention as utilized in social case work and social activities in a variety of social service settings. Social work techniques commonly used in social case work and group work are identified and compared in order to show points of convergence and divergence in their approaches to the solution of social problems.

SpEd 570 Clinical Practicum—3-6 Credits

A full-time practicum in human services centers.

For descriptions of courses listed under Electives, see departmental offerings.

SUPERVISOR I CERTIFICATE

The Supervisor I Certificate is required for all Pennsylvania elementary and secondary school personnel (other than those who hold Administrative Certificates) whose function is to supervise and evaluate the work of classroom teachers. This includes department chairpersons and heads of curriculum areas.

The Supervisor I Certificate is offered with a speciality for the following areas:

<i>Art</i>	<i>Reading</i>
<i>Elementary Education</i>	<i>Secondary Education</i>
<i>Home Economics</i>	<i>Special Education</i>
<i>Music</i>	

Program applicants shall hold an earned Master's degree with an emphasis in the subject matter field or educational specialist area in which they are seeking certification.

Specific information regarding each specialty area may be obtained by writing the chairperson of the department offering the program, or the Office of Graduate Studies.

Required Courses for all Programs

- Ed 600 Interdisciplinary School Supervision
- Ed 601 Critical Topics Seminar for Supervisors
- Ed 602 Internship in School Supervision

Course Descriptions

Ed 600 Interdisciplinary School Supervision—3 Credits

An introduction to school supervision. An interdisciplinary course designed to acquaint potential supervisors with the theory and process of supervision in public schools.

Ed 601 Critical Topics Seminar for Supervisors—3 Credits

A seminar providing a theoretical and practical base for topics related to school supervision.

Ed 602 Internship in School Supervision (for Art; Elementary Education; Music; Reading; Secondary Education — English, Mathematics, Social Studies; and Special Education)—3 Credits

Internship in school supervision is a post Master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full time practicum in schools, the candidate will be able to assume the role of the supervisor in practice under the guidance of well qualified school personnel actively engaged in supervision. University staff will regularly visit the intern site to observe, to counsel, and evaluate as the candidate relates theory to practice.

**EdEI 532 Administration and Supervision of the
Total Reading Program—3 Credits**

Provides students with a knowledge of the reading administrator's and supervisor's roles in relation to the total school reading program.

EdEI 533 Seminar in Implementing Reading Research—3 Credits

Provides the opportunity to select, plan, implement, analyze and evaluate a significant reading research finding under field conditions.

**EdEI 534 Module A — Helping Relationships and the
Reading Supervisor—1 Credit**

Provides the student with basic skills in helping strategies appropriate for use by the reading supervisor. The purpose of the course is to provide a learning experience that will integrate three basic components necessary for effective helping; an understanding of oneself, some basic knowledge of helping skills, and experience in applying these skills.

EdEI 534 Module B — Exceptionality and the Reading Process—1 Credit

For students who are interested in learning reading methods and materials adaptable for exceptional children who are mainstreamed into a regular classroom situation.

**EdEI 534 Module C — Governmental Educational Policies and
Legal Aspects of Administering the
Total Reading Program—1 Credit**

Studies local, state and federal governmental policies concerning reading programs and legal aspects.

Several departments in the University while not offering a graduate program do support requirements or electives in other graduate programs through course offerings.

BIOLOGY DEPARTMENT

Bio 561 Management of Small Impoundments—3 Credits

Theory, practice and demonstration of managing farm ponds for optimal sport fishing. Prerequisite: 6 semester hours of college biology and consent of instructor.

Bio 562 Management of Streams and Large Impoundments—3 Credits

Theory, practice and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing. Prerequisites: 6 semester hours of college biology and consent of instructor.

Bio 582 Cell Physiology—3 Credits

A study of a specialized field of cell biology which emphasizes phenomena dealing with the nature of the cell membrane and its transport activities, the reaction of cells to changes in environment, the mechanism of cell excitability and contraction and other manifestations of cellular functioning such as nutrition, growth and secretion.

CHEMISTRY DEPARTMENT**Chem 555(A) Advanced Organic Chemistry—3 Credits**

An advanced lecture course designed to deepen and expand knowledge in the field. Topics such as reaction mechanisms, reactive intermediates, photochemistry, kinetics, stereochemistry, natural products and spectroscopy may be stressed.

Chem 555(B) Instrumental Analysis—3 Credits

Principles and applications of instrumental methods in chemical and structural analysis. Studies include electroanalytical, spectrophotometric and chromatographic techniques.

Chem 555(C) Advanced Inorganic Chemistry—4 Credits

A presentation of atomic structure and periodic properties. In addition to other topics, valence bond, molecular orbital, crystal field and ligand field theories are treated in detail. Laboratory sessions include one hour of lecture on theory and techniques in the preparation of representative compounds.

**SOCIOLOGY, ANTHROPOLOGY, SOCIAL WORK AND
CRIMINAL JUSTICE DEPARTMENT****ANTH 501(555) World Cultures—3 Credits**

Comparative study of the major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America and Africa south of the Sahara will be examined.

SOC 515 American Values in Conflict—3 Credits

Review of the conflicting values of different social and ethnic groups, generation, and sexual orientations and their consequences for American society. The nature of values, the basic American value system, and the relationship of individual and community value positions are examined. Attention is given to the application of techniques for value study to the clarification of educational and community problems.

SOC 521 Futuristic Society—3 Credits

Investigation of the expanding impact of scientific technological changes for the future forms of social life. The potential for reorganization of social practices, alterations in values and belief systems, and for the creation of new social problems are considered.

SOC 522 Sociology of Aging—3 Credits

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

SOC 530 Deviance: Delinquency and Crime—3 Credits

Exploration of community and social bases of juvenile delinquency and crime. Provides an introduction to sociological theories of deviance and the new perspectives in criminology.

SWK 566 Introduction to Family Counseling—3 Credits

This course is a basic orientation to family counseling as one method of intervention for social dysfunction. Local social agency personnel and students in field placement are invited to participate. Role playing and video taping will be used to develop family-work skills.

GRADUATE FACULTY

- STEPHEN T. BENCETIC (1951)**, Professor, Art
B.S., Youngstown State University (1948); M.A., University of Iowa (1949); M.F.A., University of Iowa (1951); Ed.D., Pennsylvania State University (1959)
- DAVID JEROME BORSHIEM (1972)**, Associate Professor, Music
B.A., College of St. Thomas (1968); M.A., College of St. Thomas (1970); M.M., University of Cincinnati College - Conservatory of Music (1972)
- EMERY RICHARD BRENNIMAN (1968)**, Professor, Special Education
B.S., California State College (1955); M.Ed., Westminster College (1957); D.Ed., Pennsylvania State University (1967)
- ROBERT J. BRIDGMAN (1963)**, Professor, Mathematics
B.S., Western Michigan University (1952); M.A., University of Michigan (1956)
- EDWARD E. BROWN (1971)**, Associate Professor, Music
B.M., Shenandoah Conservatory of Music (1958); M.M., Converse College (1964)
- NANCY BRUBAKER (1971)**, Assistant Professor, Special Education
B.S., Clarion State College (1961); M.S., Bloomsburg State College (1969)
- JAMES G. CECERE (1967)**, Professor, Art; Chairperson
B.S., SUNY at New Paltz (1958); M.F.A., Pratt Institute (1962); D.Ed., Pennsylvania State University (1966)
- CRAIG J. CLELAND (1981)**, Assistant Professor, Education
B.S., Millersville State College (1975); M.Ed., Shippensburg State College (1978); Ph.D., University of Maryland (1980)
- OWEN A. CLARK (1966)**, Associate Professor, Mathematics
B.S., Pennsylvania State University (1950); M.A.T., Brown University (1961)
- DAVID J. DICK (1966)**, Associate Professor, Music
B.S., Ithaca College (1953); M.M., Butler University (1957)
- KATHRYN M. DYCK (1967)**, Assistant Professor, Music
B.S., Kutztown State College (1943); B.M., Westminster Choir College (1947); M.A., University of Pennsylvania (1964)
- WELLINGTON C. ENGEL (1969)**, Associate Professor, Mathematics
B.S., Kansas State College of Pittsburgh (1963); M.S., University of Kansas (1969)
- RICHARD NORMAN FEIL (1968)**, Associate Professor, Psychology
B.A., Loyola University (1961); Catholic University of America (1963); Ph.D., Catholic University of America (1968)
- ERNEST W. FROMBACH (1968)**, Associate Professor, Art
B.S.E., Indiana University of Pennsylvania (1952); M.Ed., Indiana University of Pennsylvania (1966)
- H. MICHAEL GALLOWAY (1980)**, Instructor, Music
B.M.E., Baldwin-Wallace College (1966); M.M., New England Conservatory (1968)
- RALPH GARVELLI (1968)**, Associate Professor, Education; Director of Education Field Experiences
B.S., Indiana University of Pennsylvania (1961); M.Ed., Indiana University of Pennsylvania (1965)
- MARY ANN GAYDOS (1964)**, Professor, Home Economics
B.S., College Misericordia (1953); M.Ed., Pennsylvania State University (1960); Ph.D., Pennsylvania State University (1974)
- WILLIAM M. GOODE (1962)**, Professor, Music
B.S., Auburn University (1944); B.M., Birmingham Southern College (1947); M.M., Birmingham Southern College (1949); Ph.D., Indiana University

- JOEL E. GRACE (1969)**, Professor, Psychology; Chairperson
B.A., Franklin & Marshall (1961); M.A., University of Waterloo (1964); Ph.D., University of Waterloo (1966)
- JOHN C. HEAPS (1959)**, Professor, Education
B.S., Lock Haven State College (1953); M.Ed., Pennsylvania State University (1958); D.Ed., Pennsylvania State University (1967)
- RICHARD A. HECK (1970)**, Associate Professor, Education; Coordinator of Graduate Studies
B.A., Westminster College (1962); M.S., Westminster College (1964); M.Ed., University of Pittsburgh (1966); Ed.S., University of Pittsburgh (1967); Ed.D. University of Miami (1971)
- WALTER KENT HILL (1967)**, Professor, Music
B.M., Oberlin Conservatory (1957); M.M., Eastman School of Music (1961); A.M.D., Eastman School of Music (1966)
- VERNE G. JEFFERS (1968)**, Professor, Education
B.S., State University College at Potsdam (1950); M.S., State University College at Potsdam (1953); D.Ed., SUNY at Albany (1966)
- ROBERT A. JOHNSON (1969)**, Professor, Education; Director of Cooperative Education
B.S., Mansfield State College (1959); M.S.T., Cornell University (1963); Ph.D., Cornell University (1968)
- PETER A. KELLER (1974)**, Associate Professor, Psychology
A.B., Franklin & Marshall College (1967); M.S., University of Miami (1970); Ph.D., University of Miami (1972)
- MARJORIE B. KEMPER (1965)**, Associate Professor, Music
B.M.E., University of Evansville (1953); M.M.E., Indiana University (1959)
- RICHARD L. KEMPER (1965)**, Associate Professor, Music
B.M., University of Evansville (1953); M.M., Indiana University (1960)
- JOHN T. KOVICH (1966)**, Associate Professor, Special Education
B.S., Bloomsburg State College (1961); M.S., Pennsylvania State University (1964); M.S., Lehigh University (1970)
- SANDRA LINCK (1971)**, Associate Professor, Home Economics
B.S., Northwest Missouri State University (1959); M.S., University of Kansas (1964); D.Ed., Pennsylvania State University (1982)
- SHIRLEY S. LINDSEY (1979)**, Instructor, Home Economics
B.S., University of Maryland (1950); M.S., Mansfield State College (1980)
- JOHN B. LITTLE (1968)**, Professor, Music
B.M., Southern Methodist University (1944); M.M., Eastman School of Music (1949); D.M.A., Eastman School of Music (1965)
- THOMAS HERALD LOOMIS (1971)**, Assistant Professor, Art
B.F.A., Wayne State University (1966); M.A., Wayne State University (1974)
- ELENA LUKASZ (1964)**, Associate Professor, History
B.A., University of Chicago (1959); M.A., University of Chicago (1962)
- STEPHEN P. McEUEEN (1977)**, Assistant Professor, Music
B.M., Northeast Missouri State University (1974); B.M.E., Northeast Missouri State University (1974); M.M., The Julliard School (1976)
- JOHN R. MONAGHAN (1969)**, Assistant Professor, Music
B.S., Duquesne University (1957); M.M., Duquesne University (1970)
- JACQUES D. MUMMA (1967)**, Associate Professor, Mathematics
B.A., Franklin & Marshall College (1965); M.A., Pennsylvania State University (1967)

- J. DENNIS MURRAY (1978)**, Associate Professor, Psychology
B.A., Syracuse University (1970); M.A., University of Rochester (1974); Ph.D., University of Rochester (1975)
- KONRAD L. OWENS (1966)**, Assistant Professor, Music
B.A., Oberlin College (1964); B.M., Oberlin College (1964); M.M., Michigan State University (1966)
- RAYMOND F. PASKVAN (1968)**, Associate Professor, History
B.A., Carleton College (1960); M.A., University of Minnesota (1963); Ph.D., University of Minnesota (1971)
- LUTHER W. PFLUGER (1969)**, Professor, Education; Chairperson
B.S., University of Texas (1953); M.Ed., North Texas State University (1955); D.Ed., Teachers College, Columbia University (1960)
- THOMAS D. PRUTSMAN (1969)**, Professor, Psychology
A.B., Stetson University (1954); M.S., University of Miami (1955); Ph.D., Florida State University (1961)
- ROBERT C. PUTT (1967)**, Associate Professor, Education
B.S., SUNY of Geneseo (1960); M.S., SUNY at Fredonia (1965); D.Ed., Pennsylvania State University (1977)
- J. WAYNE RUSK, III (1963)**, Associate Professor, Music
B.M., College of Music, Cincinnati (1954); M.M., College-Conservatory of Music, Cincinnati (1956)
- ANGELINE SCHMID (1962)**, Associate Professor, Music
B.M., Eastman School of Music (1952); M.M., University of Colorado (1957)
- CHARLES F. SIEDEL (1967)**, Professor, Psychology
B.A., Lycoming College (1957); M.A., Temple University (1959); Ph.D., University of Liverpool, England (1962)
- RICHARD L. SHICK (1964)**, Professor, Special Education
B.S., Lock Haven State College (1958); M.Ed., Pennsylvania State University (1961); D.Ed., Pennsylvania State University (1967)
- DONALD A. STANLEY (1966)**, Professor, Music; Chairperson
B.S., Ohio State University (1959); M.F.A., Ohio University (1964)
- THOMAS F. STITCH (1969)**, Professor, Special Education; Chairperson
B.S., Lock Haven State College (1962); M.Ed., Pennsylvania State University (1965); D.Ed., Pennsylvania State University (1969)
- RONALD B. STRAUB (1975)**, Assistant Professor, Special Education
A.B., Dartmouth College (1969); M.Ed., University of Delaware (1972); Ph.D., Pennsylvania State University (1980)
- ROBERT E. SWINSICK (1968)**, Professor, Education
B.S., Mansfield State College (1957); M.S.Ed., St. Bonaventure University (1960); D.Ed., Pennsylvania State University (1968)
- RICHARD N. TALBOT (1967)**, Professor, Music
B.A., University of Northern Iowa (1958); M.M.E., Drake University (1961)
- SAMUEL DEE THOMAS (1968)**, Associate Professor, Art
B.S., Indiana University of Pennsylvania (1952); M.Ed., Pennsylvania State University (1959)
- ROBERT W. UNGER (1965)**, Professor, History; Chairperson
B.A., Olivet Nazarene College (1957); B.A., University of the Philippines (1961); M.A., Ball State University (1963); Ph.D., Ball State University (1968)
- JOHN RICHARD WALKER (1970)**, Professor, Mathematics
B.S., SUNY at Albany (1962); M.S., Syracuse University (1966); M.A., Syracuse University (1967); Ph.D., Syracuse University (1970)

- STANLEY E. WERNER (1967)**, Associate Professor, Mathematics
B.S.E., Millersville State College (1962); M.A., Pennsylvania State University (1965)
- WILLIAM B. WETHERBEE (1965)**, Associate Professor, Mathematics
B.S., Mansfield State College (1951); M.S., University of Illinois (1959); M.S., Bowling Green State University (1965)
- SUE C. WHISLER (1981)**, Assistant Professor, Education
B.S., Ball State University (1971); M.A., Ball State University (1974); Ph.D., Indiana University (1982)
- JACK M. WILCOX (1956)**, Professor, Music
B.S., Mansfield State College (1947); B.M., University of Michigan (1950); M.M., University of Michigan (1951)
- DALE A. WITHEROW (1966)**, Assistant Professor, Art
B.S., Indiana University of Pennsylvania (1961); M.F.A., Instituto Allende, Mexico (1963)
- ROBERT HOWARD WOOLEY (1971)**, Associate Professor, Sociology, Social Work & Criminal Justice Administration
B.S., University of Wisconsin (1966); M.S., University of Wisconsin (1967); Ph.D., University of North Carolina (1977)
- CHARLES E. WUNDERLICH (1964)**, Professor, Music
B.M., Eastman School of Music (1957); M.M., University of Michigan (1958); Ph.D., University of Michigan (1961)
- JOYCE C. WUNDERLICH (1965)**, Professor, Music
B.M., Houghton College (1949); M.S., Ithaca College (1961); D.A., Carnegie-Mellon University (1980)
- DENNIS J. WYDRA (1969)**, Associate Professor, Education
B.S., Bloomsburg State College (1965); M.Ed., Temple University (1969); D.Ed., Temple University (1975)
- EDWIN E. ZDZINSKI (1966)**, Professor, Music
B.S., SUNY at Fredonia (1953); M.A., Columbia University Teachers College (1956); Ed.D., Columbia University Teachers College (1969)
- JOYCE ANN ZINCHINI (1972)**, Associate Professor, Special Education
B.S., Edinboro State College (1961); M.Ed., Indiana University of Pennsylvania (1969)
- STANLEY F. ZUJKOWSKI (1969)**, Assistant Professor, Art
B.S., Kutztown State University (1965); M.S., Alfred University (1970)

CONSORTIA GRADUATE FACULTY

Lock Haven University

- DAVID W. ANDERSON (1982)**, Assistant Professor, Specialized Studies
B.A., Gordon College (1965); M.Ed., Temple University (1974); Ed.D., University of North Dakota (1979)
- PETER R. MATTHEWS (1982)**, Professor, Chairperson, Department of Specialized Studies
B.S., SUNY, Geneseo (1967); M.S., SUNY, Geneseo (1968); Ed.D., Pennsylvania State University (1976)



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